

## Policy for Two Year Old Provision

### Eligibility and Session Times

In order to be eligible for free childcare for two-year-olds families must either be in receipt of a qualifying benefit or their 2-year-old child must fit into one of the categories of children who have additional needs.

The qualifying benefits are:

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit – if parents are on a low income from work (this usually means a combined income of less than £15,400 a year after tax)
- tax credits and they have an annual income of under £16,190 before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment individuals receive when they stop qualifying for Working Tax Credit)

Even if families are not receiving a qualifying benefit their 2-year-old can still get free childcare if any of the following apply:

- they are looked after by a local council
- they have a current statement of special education needs (SEN) or an education, health and care (EHC) plan
- they get Disability Living Allowance
- they have left care under a special guardianship order, child arrangements order or adoption order

Once a child has been accepted as being eligible for free early years education (15 hours free childcare for two-year-olds), he or she will continue to receive free childcare even if the family has a change of circumstances, such as no longer qualifying for benefits.

The earliest families can apply to North Tyneside Council for a place is at the start of the term in which their child turns 2, but the childcare will not actually start until the beginning of the term after the application. It is important to note that the funding will go directly from North Tyneside Council to Whitehouse Primary School.

Staff from the Early Years Team will support prospective parents in the application process on request.

The session for two year olds runs every afternoon in term time from 12 noon to 3:00 p.m. There are 12 places for two year old children.

## **INTENT**

At Whitehouse Primary School we aim to support some of the most vulnerable two year old children in our community by:

- building positive and productive relationships with families to promote learning and well-being
- developing secure attachments for children as a basis for learning
- working in partnership with other agencies where appropriate to share information for the benefit of children
- offering a welcoming and stimulating indoor and outdoor environment with a wide range of age appropriate learning opportunities
- building awareness of the children's place in the locality and community and developing associated vocabulary
- accelerating communication skills through conversations around well-chosen play and other practical experiences
- inculcating the children with a love of stories and other books to further enrich their language and understanding of the world around them
- offering fine and gross motor challenges to build physical skill and confidence
- encouraging healthy food choices and participation in social mealtimes
- accelerating their self-help skills to build their independence and confidence
- monitoring their progress accurately and accelerating their learning in preparation for the 3-4 programme

## **IMPLEMENTATION**

### **Relationships and routines**

In accordance with the statutory requirements of the Early Years Foundation Stage framework each two year old is assigned a key worker, with no more than four children for each adult. Key workers will visit children in their homes prior to admission to introduce themselves to the families, learn more about the children and share information about the setting. When children begin to attend the key workers will welcome families at the door. Parents are encouraged to stay and play for the first half an hour and to share any information or concerns at the handover. At the end of the sessions key workers will give a little informal oral feedback to families about the activities and achievements of the day.

To promote security each day has a predictable pattern. After half an hour of stay-and-play parents say goodbye and all the children come together for a short whole group meet and greet time and hear about the activities on offer that day. Key workers then support children in adult led tasks or in their play choices. Self-help and resilience is encouraged throughout the afternoon. The session is broken by a group snack time where the children have the opportunity to try a range of healthy foods and chat with their friends. The group meets together at the end of the session to share a story before children are handed over to families.

### **The Curriculum**

The programme of learning has the three Prime Areas at its heart. Each day children are invited to enjoy a range of activities with adults observing closely. Learning challenges are derived from the EYFS Development Matters Non-Statutory Guidance. As children demonstrate particular needs or special interests activities and resources are shaped to reflect these and promote rapid development. Learning takes place in the classroom, in the garden or out in the community.

The curriculum also reflects special events locally and nationally and the rhythm of the year in the natural world.

Families are invited to share in the learning using information in the fortnightly newsletter.

The Curriculum Plan is appended.

### **Positive Learning Behaviour**

Relationships with key workers are central to behaviour management. They support children sensitively in their behaviour with respect for their stage of development. Two year olds have very strong emotions and are still learning to manage these. The team set clear non-negotiable boundaries around respectful interactions but accept that two year olds are still at the early stages of self-regulation. Approaches to promote positive behaviour and modify inappropriate behaviour will be particular to individuals and discussed fully with families.

## **IMPACT**

### **Learning in Action**

Key workers observe children learning and capture this in electronic learning journals. Attainment is checked against age-related expectations and progress is tracked within these journals. The curriculum offer is responsive to this assessment information and reflects on-going needs and strengths.

## **Partnership with Professionals**

If key workers observe specific difficulties as children are learning and playing they will speak with parents in the first instance to learn more about the child's development at home. With parental agreement key workers may discuss strategies to support the child with the school SENCO. Specialist advice may be sought from other services such as the Speech and Language Therapy Service or Educational Psychology Service with parental consent. The impact of any particular intervention programmes will be measured through the school tracking system.

## **Partnership with Parents**

Parents are strongly encouraged to contribute to their child's electronic learning journal to create a rounded picture of their growing skills and knowledge.

## **The Two Year Old Check**

Each child's progress is recorded on the North Tyneside Two Year Old Check Proforma along with information from other professionals involved with the child.

## **Moving Forward**

The progress of the two year old cohort is tracked as they progress through school using *Target Tracker* to ensure that they build upon the achievements of the two year old programme.

This policy should be read in conjunction with:-

The Policy for School Admissions

The Policy for Assessment and Recording

The Policy for Behaviour

The Policy for Inclusion and Equal Opportunities

The Policy for Special Educational Needs

The Policy for Health and Safety

The Policy for First Aid

The Policy for the Administration of Medication

The Policy for Intimate Care

The Policy for CME

The School Complaints Procedure

The Policy for Charging and Remissions

The Policy for Jewellery in School

The Policy for Educational Visits

The Policy and Procedures for Safeguarding and Child Protection

April 2019

This policy was agreed by The Governing Body on 24/05/2019

and will be reviewed on Sept 2020