



Closing the Gap - our commitment to accelerate the achievement of vulnerable groups of children in our setting

- We promote an ethos of attainment for all pupils
- We have an individualised approach to addressing barriers to learning
- We focus on high quality teaching and deploy the most appropriate staff to support disadvantaged children

To find each child's starting point upon entry to the setting we:

- collect information on the children from the parents/carers before they join the setting
- gather information from other settings or childminders the child has been in contact with, if appropriate
- give each child a key person before they join the setting who the child and family meet
- arrange time for the key person to have a discussion with the parent/carer during settling in sessions to gather information
- observe every 'unique child' from their first day at the setting
- organise developmental records which the key person writes throughout the time the child attends the setting by adding observations, photographs, discussions with parents/carers, next step planning

How is this information used?

- The observations are linked to the EYFS and these are used to write 'next steps' for the child. Next steps are shared with parents/carers to invite their own observations and feedback comments.
- Regular meetings are held with the parents/carers to discuss progress, include their feedback and plan strategies and set goals for the child
- Tracker documents are completed at the end of every term; these are used by the individual key person to assess their key child's progress from their starting point
- The terms tracker results for all the boys and girls attending the setting are analysed; we look for trends and make decisions based on this data; such as staff deployment, the provision, resources, training needs of staff and action plans put in place where we have areas of concern that we are not meeting the needs of every child

- Individual next steps are written and shared with parents/carers; additional strategies are also put in place to support the child when required.
- Outside agencies are contacted if required: Area Senco, Community Nursery Nurse, local Children's Centres for example.
- Early Help Assessment forms (EHA) are completed with the families permission and involvement should we feel that the child and/or family require additional support
- End of term trackers are also used to monitor the progress of all children at the setting; from one term to the next

Policy adopted: Summer term 2018

Review date: Summer term 2019

Signed on behalf of the setting: *Lisa Tuohy*

Position: Headteacher