



School Readiness

In the summer of 2015 Northamptonshire County Council conducted research including an online survey to collect the views of childcare, education and health professionals and parents on what 'school readiness' might mean. A summary of the key findings are presented here.

The comments and responses to the questions posed in the survey suggest education and health professionals and parents interpret school readiness to be:

Children who have high levels of emotional resilience, can form positive relationships, show curiosity and an enthusiasm to learn, are reasonably independent and self sufficient in terms of self care and hygiene and can listen and communicate effectively.

Parents who are well informed and support their child's learning and holistic development at home, who establish routines that enable the child to be healthy, sleep and eat well and ensure immunisations are up to date and who share information about their child with Early Years professionals.

Schools who provide a play based curriculum that meets the needs of every child and gather detailed information about children including their starting points, who effectively communicate with and support parents and families to be involved in their child's learning and who liaise effectively with other Early Years professionals.

What does this mean for the EY Settings, Schools, Health Professionals and Children Centres?

Early Years settings' role is to listen to children and their families, collaborating with them to identify children's learning and development and identifying to parents where progress is less than expected, for example when completing the Progress Check at two. They also need to work together with parents, and other professionals where necessary to ensure children make good progress and interventions are put in place to ensure they have the necessary language and communications skills, emotional and social skills and physical skills.

Schools' role is to ensure they effectively communicate with families, EY settings and other professionals so that the Reception class provision reflects the needs of the children arriving. Transitions should be well supported and parents well informed of the expectations of school.

Health Professionals need to liaise and communicate key information to families, especially where progress is less than expected at key times in the child's life such as the Healthy Child Review. Interventions should be put in place wherever necessary and other professionals referred to in order for families and professionals to work together to support the child to be school ready. They can encourage all families to ensure their child's immunisation is up to date.

Children's Centres can support the families to know their role in having appropriate routines at home to ensure the child can access their school with a curiosity and enthusiasm that will enable them to learn. They can support families to ensure children can operate effectively in the three prime areas by enhancing the work completed by the child's early years settings.