

15. The Peter Pan Centre Entry Exit Pathway

Signed by (Trustee): Diane McVey

Date: 31.05.25

Next review date: 31.05.26

| Review date | Description | Proposed by | Approved by |
|--------------------|--------------------|--------------------|--------------------|
| | | | |

Review of Policy

The Centre Manager will review the content of this policy every year or earlier in the event that there are changes in legislation or as a result of a change in good practice. Every effort will be made to give reasonable notice of any changes to this Policy but the right is reserved to make amendments without further notice should circumstances warrant it.

Statement of Intent

The Peter Pan Centre has clear policies and procedures to help guide the actions of all individuals in the organisation. They ensure and endorse the well-being of all families, children, staff, volunteers and everyone who's connected to the organisation.

Our Purpose: *“Devoting ourselves to life-changing care and education for children with special needs and the support their families deserve.”*

At the Peter Pan Centre, we are committed to regularly reviewing our practices to ensure we continue providing the highest standard of care. Our services are guided by our purpose, vision, and values, ensuring that we meet the needs of children and their families effectively. We have been working diligently to enhance how we support families, empowering them to make informed choices about how they join us, where their children transition to, and how we can collaborate during these pivotal moments of change.

To facilitate this process, we have developed a set of tools designed to support children and their families through our “Entry Exit Pathway”.

Our Entry Exit Pathway (EEP) tool is aligned with our policies and procedures, as well as our admissions criteria, to ensure that our charity reaches those children who will benefit most from our specialised support. This review process is informed by our experience, ongoing feedback from families, and insights from stakeholders. Additionally, we’ve incorporated findings from a survey conducted in March 2024 to help us continuously improve our services, especially concerning attendance hours and the support we provide.

Entry and Exit Pathway Tools

Please note that the following tools should be used in conjunction with our admissions policy and Fee policy agreement:

1. Overview of Our Support Model

This document outlines the various forms of support we offer, including family support, providing a clear understanding of our services.

2. Entry Exit Pathway (EEP) Overview

This section provides a summary of the Entry Exit Pathway, with an easy-to-follow chart that demonstrates the steps involved at each stage. It serves as a resource for families, professionals, and settings to understand our process.

3. Pathway Monitoring Tool

This tool is used internally to track progress across the three prime areas of learning throughout the pathway. It is used each term in conjunction with a child development review to assess children's progress and celebrate their achievements.

4. Transition Survey

Conducted one term after a child has left our setting, this survey gathers feedback from the child, their family, and the new setting. The goal is to assess the success of the transition process. Our Family Support Manager will work with the family to complete this survey, and the Centre Manager and Deputy Centre Manager will collaborate with the new setting to ensure a seamless transition.

Section 1 - The Peter Pan Centre Model of Support

Stay and play sessions: Delivered in the community across 3 venues, weekly or fortnightly, by our Family Support team

Family support offer: Including social activities, training, signposting and formal support on a variety of needs and issues

The Little Adventurers group: Children attend our Centre for 15 hours per week across 5 morning sessions, term time only

The Little Explorers group: Children attend our Centre for one 2.5 hour afternoon session per week, 48 weeks per year

Holiday Sessions: Available on selected mornings only, holiday sessions last 2.5 hours and are available on a first come first served basis

Section 2- Entry Exit Pathway Overview

| | Action | Notes |
|--|--|--|
| Stage 1 Referral Submission | Parent/ Carer or professional completes a referral form via our website | We will respond as quickly as possible and contact the family to arrange attendance at a Stay and Play group. |
| Stage 2 Initial Assessment | The Centre Manager or Family Support Manager arranges to meet the child at a Stay and Play group. The child is then placed on the appropriate session waiting list. | The initial child contact form is completed. If attending Stay and Play is not possible, we make allowances. The Entry Exit Pathway (EEP) will be explained to the family. Consent will be obtained to share information with other professionals or mainstream settings as needed. |
| Stage 3 Home Visit (For Priority Groups) | Contact is made to arrange a home visit for children who fit into priority groups. This visit gathers more information to help determine the appropriate session for the child. | The home visit is typically carried out during the Summer term but may occur at other times, depending on session availability. The visit is conducted by the Family Support Manager, Centre Manager, or Deputy Centre Manager. <i>Please refer to our admissions policy for more information</i> |
| Stage 4 Session Offer | Appropriate session is offered If the child is not yet ready for an appropriate session, they may continue to receive family support. A review of the waiting list will take place in the Summer term of the nursery year before entry to ensure the session offered is still the most appropriate. | Parents/carers and the provider will sign an admissions agreement, and the Pathway Monitoring Tool will be initiated. |
| Stage 5 Child starts | Child begins attending appropriate session at the Centre | |
| Stage 6 Termly Developmental Reviews | Termly reviews will be held with either the family, Centre Manager, Deputy Centre Manager, and the child's key person to assess the child's developmental progress. | These reviews act as check-ins to evaluate whether the current session remains the most appropriate for the child. <i>Please refer to our admissions policy for more information</i> |
| Stage 7 Transition | Child Transitions to next setting | Centre Manager or Deputy Centre Manager and family have a transition meeting with the setting to plan a smooth transition. |
| Stage 8 Follow-up | A transition success survey is carried out one term after the child has left the Centre. | Family Support Manager or Family Support Practitioner will check in with family after they have left. Children not in education prioritised |

Making decisions in relation to the pathway

The priority criteria outlined in our admissions policy guide key decisions throughout the Entry Exit Pathway. This includes determining when a child is placed on our waiting list, when a session is offered, when to choose the next setting, and when the transition from The Peter Pan Centre begins. The final decision on session placement is made at the discretion of the Centre Manager.

Criteria for Decision Making

Family Considerations

- Looked After Child (LAC)
- Child is on a Child Protection Plan
- Traveller family/army family
- Amount of time spent on the waiting list
- Age of child at referral (Child should be able to attend the Centre for at least one full term before reaching statutory school starter age)

Child Progress

- Widening Gap: If the gap between the child's progress and their peers is increasing.
- Direct Assessment: An assessment has been carried out by the Centre Manager, Family Support Manager, or Deputy Centre Manager, who has met with the child.
- Little Adventures Sessions: If the child is not making expected progress, developing in two of the three prime areas of learning at Tier 3.
- Little Explorers Sessions: If the child is not making expected progress, developing in two of the three prime areas of learning at Tier 2 or Tier 3.
- Professional Support: At least one other professional is involved who supports the referral to the Centre.
- Diagnosis of a Deteriorating Condition: If the child has a diagnosis indicating a worsening condition.

Other Considerations

These are not limited to but may lead to prioritisation:

- Family Coping Difficulties: If the family is struggling, may be experiencing mental health issues, or has low-level family support involvement.
- Negative Mainstream Experience: If the family feels they've had a negative experience in mainstream settings.
- Lack of Support Network: If the family feels isolated with no community support, limiting access to activities and experiences.

This framework ensures that we are consistently applying our priority criteria while considering the unique needs of each family and child. The Centre Manager will always have the final say in the allocation of sessions, ensuring the best fit for the child'

Section 3 - Pathway Monitoring Tool

| Child's name | | | | |
|--|-----------------|---------------------|---------------------|---------------------|
| Date of birth | | | | |
| Age on Entry (in months) | | | | |
| Key Person | | | | |
| School Starter Year | | | | |
| Assessment overview | | | | |
| E= Emerging, D= Developing, S= Secure | | | | |
| Area of learning | Baseline | Termly check | Termly check | Termly Check |
| Date completed: | | | | |
| Chronological age: | | | | |
| Communication and Language (Listening, attention and understanding) | | | | |
| Communication and Language (Speaking) | | | | |
| Personal, Social and Emotional | | | | |
| Physical (Gross Motor Skills) | | | | |
| Physical (Fine Motor Skills) | | | | |
| Overall range (e.g. Tier 2/ 3) | | | | |

Please note the Pathway Monitoring Tool is used in conjunction with termly development reviews and other development reviews such as a two year check

Development Criteria for sessional offers of education

For the Little Adventurers sessions, children will be working in the following Early Years Foundation Stage range in two of the three prime areas at Tier 3.

For the Little Explorers sessions, children will be working in the following Early Years Foundation Stage range in two of the three prime areas at Tier 2/ Tier 3.

Prime Areas of Learning;

Communication and Language

Personal, Social and Emotional development

Physical Development

| | Tier 1 | Tier 2 | Tier 3 |
|---------------------------------|---------------------|---------------|---------------|
| Child aged 24-30 months | 13 months or higher | 7-12 months | 0-6 months |
| Child aged 31-36 months | 19 months or higher | 13-18 months | 0-12 months |
| Child aged 37- 42 months | 31 months or higher | 19- 30 months | 0-18 months |
| Child aged 43-48 months | 31 months or higher | 19-30 months | 0-18 months |
| Child aged 49- 54 months | 37 months or higher | 25-36 months | 0-24 months |
| Child aged 55- 60 months | 43 months or higher | 31- 42 months | 0-30 months |