



TRANSITION POLICY

Policy Statement

Transitions are known to be times of particular vulnerability for young children when earlier developmental and social progress is placed at risk. A transition is a situation that causes change for a child, for example a change to their surrounding, main carer, routines etc. Successful transitions are important for all children.

We recognise that during their time with us, children may experience a number of transitions before they go on to school. However, we work hard to try and minimise the number of transitions encountered. We have identified the following types of transition within pre-school:

- 1) Joining our pre-school
- 2) Moving settings or key persons
- 3) Moving from our pre-school on to primary school

We aim to provide a stimulating environment for each child with the purpose of preparing them for a smooth and happy transition to their next setting or to school.

We seek the views of parents on transitions. We continue to build on good relationships with the Children's Centres, as well as other professionals, to make it easier to access help and support for children who have identified additional needs as they enter or leave our setting.

Throughout any transition we involve the child, their parents, keypersons and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage (EYFS) in our setting. In order to enable smooth transitions, with the parent's permission, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Partners.



TRANSITION POLICY (continued)

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice).

Designated Transition Co-ordinator

Our Transition Co-ordinator is Cherry Buck. The Transition Co-ordinator:

- ensures the Transition Policy becomes effective practice.
- works alongside key persons and parents to plan individual, child-centred transition programmes for children moving both in and out of the setting.
- reflects and reviews the “Transition Policy” each year. This also forms an integral part of our setting self-evaluation process

1) Joining our Pre-School

We value the parent as the first educator of their child. This means that parents are their child's first teacher and go on being the main teacher throughout childhood. Everything mums and dads say and do with a young baby and child helps them to learn.

- In the half term prior to a child joining our pre-school, we encourage parents to make visits to the setting, allowing the child to become familiar with the environment and to begin to build relationships with practitioners and other children.
- We collect essential information through a Registration Form, as well as information from the parents about the child's needs, likes, dislikes, routines and development through an 'All About Me' form. This assists the key persons in understanding the emotional needs of the child and enables them to match the home routine of the child within our setting wherever possible.
- We use the home visit (where possible) and the first session at which a child attends to explain routines, build relationships, understand children's individual needs - all of which is taken into account when making settling in plans.
- We allocate a key person team to each child before they start to attend; the key persons welcome and look after the child at the child's first sessions and during the settling-in period.

TRANSITION POLICY (continued)

- If the child displays a stronger attachment to another member of staff then we may move the child to a new key person team.
- In the case of a child or family with English as an additional language, we will allocate a key person who may be able to understand or speak the home language where possible.
- In the case of a child with additional needs, we will allocate a key person based on knowledge or experience in this area where possible.
- We allocate all children with a coat peg label and folder which are identified by their name. This helps children feel more secure and can be used to keep a favourite toy, book from home, photographs, or comforter.
- We invite parents to supply photographs of their child and family to display in the setting. These help the child to keep home in mind and show families that we value them in our setting.
- Parents work with us using the 'Tapestry Online Learning Journey.' This programme allows for photographs and video clips to be uploaded by you to your child's learning journey from home, encouraging parents to share their adventures and how they help their children to learn whilst at home.
- We use boards to display information about what happens in the setting and we use photographs of children at play to effectively engage with parents.
- We create an environment in our setting that reflects the needs and interests of the individual child
- Please refer to our Home Visits and Settling In Policy for further information.

Supporting children who have identified additional needs who join our Pre-School

- We collect information about any other professionals who are involved with the child and family on the Registration Form before the child joins our pre-school.
- We seek parental permission to work with other professionals before the child joins to ensure the setting is ready to meet the child's physical, emotional, social and learning needs.
- Professionals who support individual children, such as Speech and Language Therapists, are able to do so in the setting where the child is more settled and confident.
- We work with parents as equal partners with, for example when creating an Individual Support Plan (ISP) or a Common Assessment Framework (CAF).



TRANSITION POLICY (continued)

- In the case when a child attends more than one setting, we endeavour to share as much information as possible with other settings or carers. Parents are invited to be involved in this important process in order to achieve the best understanding of the child that we can.

2) Transitions between settings and key persons

- Parents and children are given as much notice as possible about a planned change to a child's key person in order to allow them to get to know the new practitioner prior to the change.
- Parents are introduced to the new key person and given an opportunity to chat and ask any questions they may have.
- Tapestry Online Learning Journeys are accessible by all key persons. This enables a new key person to see what progress a child has made to date, what their next steps of development are and also helps them to get to know the child and family and begin building relationships.
- When children move to another early years setting, we ask parents for as much notice as possible to allow us to prepare the child; this is done through photos, discussions, stories etc.
- When a child moves to another setting, a 'Transition Report' is written by the child's key person and shared with the parent and the new setting. A copy of the child's latest 'Summative Assessment' from Tapestry is also included.
- A Transition Meeting is also held where parents are able to view and comment on their child's Transition Report before it is sent to their new setting.
- The child's whole Tapestry Online Learning Journey is given to parents via a USB stick as a memento of their time with us and this can be shared with the new setting.
- When a child moves on to another early years setting, we would welcome any new key person to come and visit the child in our pre-school prior to the move; this will enable them to begin building a relationship.

3) Moving from our Pre-School on to Primary School

- We aim to maintain good relationships built on professional respect with all local primary schools.

TRANSITION POLICY (continued)

- During the Summer Term, our “Transition to School” programme includes weekly “Readiness for School” groups. This is an adult led focused group. Within this group the children become confident in key skills required for school such as dressing and undressing ready for PE, carrying a lunch tray and writing their name.
- Where proximity and location allow, we take children on weekly visits to the primary school to familiarise them with the school environment and routines. This is the case with Micklands Primary School.
- We have “book bags” from all local primary schools and we send one home to a different child each weekend including information for the child about the school they will move onto.
- We invite teachers from local primary schools to visit the child within our setting during the Summer Term prior to transition.
- Each child has a ‘Transition Report’ written by their key person which identifies key information about the child with links to the Early Years Foundation Stage (EYFS). A copy of the child’s latest ‘Summative Assessment’ from Tapestry is also included.
- A Transition Meeting is also held where parents are able to view and comment on their child’s Transition Report before it is sent to the primary school.
- The child’s whole Tapestry Online Learning Journey is given to parents via a USB stick as a memento of their time with us and this can be shared with the primary school.
- Written information is shared with the primary school through the “Transition Report”.
- We organise (if necessary) and attend a ‘Transition Meeting’ for those children with identified additional needs. Parents and carers, staff from the primary school and key persons are invited, alongside any other relevant professionals, in order to ensure the child’s needs can be met in the new school.
- Our “Transition to School” programme is evaluated as an ongoing interest by all practitioners.

Transfer of Records

- Using the *Early Years Outcomes* guidance and our assessment of children's development and learning, the keyperson] will prepare a summary of achievements in the seven areas of learning and development.

TRANSITION POLICY (continued)

- The record refers to:
 - any additional language spoken by the child and his or her progress in both languages;
 - any additional needs that have been identified or addressed by [our/my] setting;
 - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the keyperson and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.

Transfer of Confidential Information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school.