

## Transition Policy

This policy is intended to support staff, children, and parents at key transition points. The aim is to create smoother transitions within the setting and between schools and other Early Years Settings. Transition is a time of change, as we pass through the various stages of life we experience many times of transition. For the child it can involve starting at a setting and then school, moving up to the secondary school, and then maybe going to university and leaving home. Transitions are an essential part of growing up and the most important ones happen when we are babies and young children. By the time a child starts school they would have already experienced transitions, including:

- The transition from home to setting
- The transition between base rooms
- Possibly the transition from one provider to another

The setting believes that all children and their families are individual, we have a duty to ensure each child has the best possible start. We work with children and their families to make them feel comfortable and emotionally secure as possible from point of entry. All children starting at the setting need support to enable them to adjust to a temporary separation from their parents/carers. They need to feel that they are valuable, a competent member of the group as well as developing positive attitudes towards the range of new experiences they will encounter.

Staff at the setting are committed to helping children retain their self-confidence and self-respect that they have already gained at home or in previous settings. We believe that it is our role to build on the work of the family and take steps to ensure the child is valued as an individual in the setting. Getting to know a child and planning for admission to the setting requires parents and practitioners to engage in an equal partnership in which both learn from each other.

### How we will do this:

- Each room in the setting will offer a comprehensive transition period which is understood by staff, children and parents.
- Provide a positive relationship between practitioners and parents, so that children and adults already know someone in the setting.
- Ensuring children and their parents know what to expect when starting at the setting.
- Preparing children and their parents for the new experience.
- Allowing children to settle at their own pace without feeling pressured.
- Encouraging children to participate in the setting routine and activities.
- Ensuring children and parents can communicate with practitioners, and are aware of routines, procedures and expectations of the setting. When barriers are identified we want to work with children and parents to overcome the barriers of communication.
- Providing parents with the opportunities to share information, concerns or ask questions.
- Giving parents time to tell staff what their child is experiencing at home.
- Demonstrating respect for parents' knowledge by asking for their views and listening to what they say.

- Encouraging parents to support their child and their learning within the setting.
- Providing an environment which is safe, secure, welcoming and inviting for children, parents and visitors.
- Creating and maintaining an ethos and learning environment that is responsive and flexible to cater for each child's needs and reflects the principles of the EYFS.
- Providing a communication book for children under aged 2 years which can go home daily
- Providing a communication book for children who attend other settings.

### **Transitions from home to our setting**

We consider transitions to be a priority and the following is in place to support children and families during periods of transition.

- Parents will receive a welcome pack, detailing information about the setting.
- Registration records will be completed before entry, detailing information about the child and their family.
- Children will initially be offered two settling in sessions, these can be extended according to the needs of the family.
- Parents will complete a 'starting point' sheet about their child's interests/ development and provide photos for their all about me books.
- Transition will be based on the individual needs of the children and families.

Appropriate records and information about the child will be kept to support transition and to provide the setting with background information, this will include:

- Contact details
- Name preference
- Diet/Food allergies
- Health/ medication
- Emergency contact details
- Important information (including family information, likes and dislikes)
- Immunisations
- Capturing the journeys, observations, assessments, reports, Special Educational Needs Support and Education, Health and Care Plans
- Safeguarding paper work- including contact names and telephone numbers of all outside agencies involved.
- Details of other settings the child attends

### **Role of the Key Person**

Children will be allocated a Key person when they start to ensure that parents are able to talk to a specific member of staff to ensure their child is being cared for appropriately. This is particularly important at times of transition.

### **The transition between room bases**

When it is felt by practitioners and parents that a child would benefit from moving to the next room (this can be dependent on the age of the child and their stage of development), we support the child and parent in the following ways:

- In advance of the transition, the new Key person will find opportunities to spend time with the child, e.g. at singing time.
- Transfer documents and assessments of a child's current progress within the EYFS will be filled out by current Key person and shared with the child new Key person.
- Settling-in sessions will be arranged in the new room with both old and new Key persons.
- Key persons will liaise with each other and share information, e.g. all about me books and children's assessments, a transition form will be completed detailing strengths, current targets and who is working with the child.
- Where possible, children will be moved with their peers.
- Parents are shown around the new room and introduced to the new Key person and kept up to date with settling in visits.

### **The transition from our setting to school**

We recognise that starting school can be a worrying time for the children and parents, and the more that can be done to ease this transition, the more positive an experience it will be.

- We invite teachers/support staff to visit the setting and make direct contact, particularly where there are concerns about a child's behaviour or development.
- Our practitioners will liaise with the school to gain information about routines and environment (where possible).
- We organise activities which reflect the transition process, e.g. school uniform role play and provide opportunities for children to express their concerns and fears.
- We complete transfer documents and give assessments of a child's current progress within the EYFS

### **Other transitions a child may experience**

Unexpected transitions, such as family breakdowns, death of a family member/ pet, moving to a new house or becoming a big brother or sister can damage a child's sense of belonging and confidence, practically if their feelings are not responded to when serious change is taking place. We ask parents to make the child's Key person aware of these changes and the practitioner will do all possible to support the child and the parents. This also helps to explain any changes in children behaviour.

### **How parents/carers can support their child**

We understand the importance of the parents' role in providing stability and continuity throughout the transition process for their child, the following ideas offer support:

- Preparing the child for the setting by explaining they will leave them but will come back and ensure the child is used to being left with other adults at times.
- Talking to the child about their Key person.
- Allow time to talk through the child's worries and concerns.
- Sharing information about the child during settling in sessions.
- Being involved in the sharing of information between settings/childminder/school.
- Sharing any relevant information about changes to a child's life with the child's Key person.