

## Transition Policy statement

We believe that all our children and their families deserve support at points of transition.

We recognise that periods of transition include major changes such as first entry to our setting and the move to a new setting or into school. We also know that children need support to change key person and also with day to day transitions such as being welcomed into our setting each morning and helped to share their experiences with parents when it is time to go home.

We know that we have a statutory duty within the EYFS (2014) to provide each child with a key person who should help them to become familiar with our setting and to feel confident and safe within it, developing a genuine bond with the child and family and offering a settled, close relationship, before entry.

We also have a statutory responsibility to share relevant information about a child with parents and other settings that they may attend.

We recognise that more vulnerable children and families may need additional support at points of transition.

## Procedures

We have a person who has responsibility for co-ordinating our transition policy. That person is the Manager Amy Jacobs

## Transition Policy

This transition policy is closely linked to our Key Person Policy, our Settling-in Policy and our Equality and Diversity Policy.

At point of entry to our setting:

We have a written welcome procedure, which includes the collection of essential information through registration forms as well as information from the parent about the child's needs, likes and development.

We encourage parents to visit with their child as part of the settling in process. Please see our Settling-in Policy.

Our brochure is designed to be an effective welcome document. It aims to answer parent's frequently asked questions, is easy to read and can be translated for EAL families.

We invite parents, carers and children to meet with the setting staff in a relaxed atmosphere before the child starts at our setting.

We provide 'All About Me' forms to encourage parents to give us a range of information about their child's development, needs, routines, likes and dislikes. We encourage parents to complete this with us in the setting.

We display information for parents about what happens in our setting. These include photographs of children at play.

We encourage parents to supply photographs of their child and family to display in their Learning Journey. This helps the child to keep home in mind and shows families that we value them.

We are happy for children to bring a favourite toy, comfort item or other transitional object with them from home.

Parents and children have the opportunity to spend time getting to know their key person.

The environment in our setting reflects the needs and interests of each child.

The key person is aware of the likely emotional needs of the child.

The key person has knowledge about the child's home routine and matches this, if possible, with the child's routine in the setting.

We collect information at point of entry about any other professionals who are involved with the child and family.

We ask for parental permission to work with other professionals, before entry to ensure that the setting is ready to meet the child's physical, emotional, social and learning needs.

We have a procedure for sharing information about a child who attends more than one setting.

We give parents information about why this is important and (their key person) has responsibility for liaison with the other setting/carer.

The Manager monitors the effectiveness of daily or weekly communication between parents, child, and different settings where a child attends more than one setting on a regular basis.

The key person is usually responsible for telling the parent or carer about events in the day that have been important for the child.

We use observation and assessment to plan for each child's learning and development. All those involved with the child share this information.

Learning Journeys show a child's interests, learning, development and progress through written observations and photos.

We make our Learning Journeys easily available for parents to access via the Tapestry online applications. Parents are welcomed to use pre-school equipment to access the Journeys. If requested we will create a paper copy of the Learning Journey.

We encourage parents and children to look at and to add information to the Learning Journey.

We deploy staff to allow key people to be available at hand-over times to talk to parents.

We take photos of activities and events to show parents what happens in our setting for their Learning Journeys and displays.

We use home/ setting contact books, when necessary, to help us to communicate day to day events with parents.

We promote communication with families by using a variety of methods, for example, newsletters, open sessions, meetings, parents' boards, informal conversations, fund-raising events, and outings.

We work with parents as equal partners with, for example, Individual Support Plans (ISP) and Common Assessment Framework (CAF). We ask for permission before sharing information with other professionals.

## At transition to a new setting, or transition into school

We talk to parents and children about the application for a place in the setting/school.

We ask parents for permission to contact the new setting to share information about the child's needs and interests.

Where possible we invite a practitioner from the new setting to visit the child in our setting prior to the move.

We ask parents to tell us about the school place that has been given to their child. We invite school staff to visit their 'new' children in our setting and we talk to key practitioners about individual children's needs.

We accompany the children, who will be going into reception, to Tudor Primary School for regular visits for activity sessions with children from other settings.

We help our children to explore positive ideas about school by introducing 'school' role-play materials during the summer term.

## General

We ask for parental permission to contact other professionals before entry to ensure that we are ready to meet the child's physical, emotional, social and learning needs.

We collect information at point of entry from any other professionals who are involved with the child and family.

We welcome professionals who support individual children to work in our setting where appropriate.

We make referrals to other professionals where appropriate and signpost families to services provided.

We work with parents as equal partners with, for example, ISPs.

We offer families the opportunity to attend a transition meeting at points of entry. (Home to pre-school, pre-school to school). There may be occasions where other professionals take the lead on transition meetings for a child. At these times we work closely with these colleagues.

We make an application for additional funding if we believe a child has a sufficient level of identified need with parental permission.

We contact and work with the appropriate professional for vulnerable groups. This includes English as an Additional Language (EAL), children identified as having Special Educational Needs (SEN) Look After Children. This includes family support from Children's Centres prior and during entry to our setting or on transfer to school.

Looked After Children in our setting have a Personal Education Plan (PEP).

We will alert Social Services if children, about whom there is child protection concerns, leave the setting.

Each child in our setting with complex medical needs has a Care Plan, which is shared with all those who have contact with the child.

We assess and modify our environment to ensure that it meets the needs of the child.

Signed on behalf of Springfields Pre-School:

