

## Transition Policy

In this policy, 'transition' describes the movement that takes place from one year to the next or from one setting to another. This includes movement from one phase of education to the next.

Moving from one room to another, changing settings or starting school is an exciting time for children, but can also be a challenging and anxious time for both children and their parent/carers. We are committed to putting the needs of the child first whilst working with each other, parents/carers and other professionals to make transitions as smooth as possible for all concerned.

### Aims

- To ensure children have positive experiences of transitions which promote their wellbeing, learning and development
- To inform parents and children about the transition process and how parents can support their child
- To ensure children and parents are actively involved in the process of transition and that their perceptions about transition are understood and valued
- To ensure that children access the most appropriate curriculum for their needs
- To ensure that that children continue to make good progress through an appropriate quality and pace of learning
- To ensure that all staff, parents and children see transition as a process rather than a single event
- To ensure good communication between staff, parents and children

### Equal Opportunities

Both children and parents are actively involved in the process and their perceptions about transition are valued.

To ensure inclusion is promoted throughout transitions the following will be provided in a variety of ways to promote positive and effective experiences:

- A range of learning styles
- Using children's ideas and motivations as a starting point for learning
- Adjusting the conceptual demand of the task as appropriate for the child

Transition plans will be completed for those children with additional needs.

We are committed:

- To ensure a smooth transition between settings and rooms for parents, children and practitioners
- To ensure information is shared between different settings in terms of children's development, learning records and any other information
- To ensure all parents, children and practitioners have adequate information relating to transition

- To ensure all children settle quickly into their new setting or room and feel secure and motivated to learn

### **Key Systems and Procedures**

Good transitions take careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place in preparation for smooth and effective transitions.

We try to make the transition from home to Pre-School as stress free as possible by following our **Settling in Policy**

### **Transition from Early years to Kindergarten**

Although children moving from our Early years to Kindergarten have usually been with us for some time, we still see this as an important transition for them and feel that it is important that this is planned and carried out in a way that meets the needs of each individual child:

Children transfer to Kindergarten a year before starting school. Prior to this children will visit Kindergarten with their key person from Early years. They will stay with them, introducing them primarily to their new key person and then other staff members. They will also show them the, toilets, new pegs etc.

The child's current key person will share relevant information with the new key person such as allergies and medical needs. They will also pass on the child's learning journey.

The child will continue visits into kindergarten with less support from their key person and for longer periods of time, these will be determined according to each individual child.

The child's new key person will introduce themselves to the child's parent/carer and give them any information they may require.

### **Partnerships with Parents**

Parents are encouraged to be involved in the transition process. We aim to ensure they have an informed understanding of our underlying principles through the following:

- Parents are informed by the beginning of the final summer half term as to which class their child will be moving into
- Parent meetings are held in the summer and autumn terms to provide practical information about Kindergarten as well as suggestions as to how they can help their child in the transition process
- Parents are invited to experience the Kindergarten environments, classroom layout and resources before September
- Parents are given clear information about what to expect in Kindergarten
- Parents are sent monthly newsletters informing them of curriculum coverage and how to help their child at home

### **Transition to another Setting**

Sometimes children will move to a new setting. In this situation we will ensure that the child's Learning Journal and record at the time of transition is fully up to date and ready to pass on to the new setting. If needed, and with the parents/carers permission we are always available to talk with the new setting and share any information that may be deemed useful.

### **Transition into School**

In Kindergarten we focus a great deal on school readiness and our children make seamless transitions into their new schools. A range of strategies, systems and procedures are in place to promote good transitions into school. These include:

- Visits and collaborations between feeder Reception classes throughout the year
- The Head of Pre-School has formed good working relationships with feeder schools
- During the last term in pre-school, children visit their new school on regular occasions, to become familiar with the setting and staff
- Assessments and learning journals from feeder nurseries and pre-schools are examined ahead of children starting in Reception
- Reception teachers visit Kindergarten during the summer term. This is a time for them to introduce themselves to the children and talk with the Head and each child's key person. This communication will ensure continuity of learning for the child

**By ensuring that all of things are in fully in place we hope to make all transitions for children and their parents/carers as stress free as possible.**