



SETTLING IN AND TRANSITION POLICY

Current Version 3.0

Settling In and Transition Policy

- Settling into an Early Years setting is a time of crucial importance to a child's later happiness in the setting. All children are individuals and while some children will adjust fairly easily to the new environment and new routines, others will take longer to feel comfortable and secure. As parents and as early year practitioners, we can take steps to ensure that the transition into the Early Years setting goes as smoothly as possible.
- Children who have a positive start to their new environment are more likely to feel comfortable, relaxed and valued, feel good about themselves as learners and have a sense of belonging to the Pre-school community.

Before starting Pre-school

- Before children start at St Andrew's Pre-school, parents/carers are invited to attend an Induction session. During the evening, Committee and Staff give a short presentation giving information about how we run our setting.
- Parents are also required to complete all necessary documentation including our 'All about me' leaflet. The information in the leaflet provides Key Staff with details such as whether the child has any siblings and their position in the family. It also covers information about the child including likes, dislikes, food allergies, favourite toys, anyone known to them at Pre-school, if the child shares their sessions with another setting, or has attended any toddler groups. The Key Person uses the information as the basis for planning to support the child's development and learning.
- St Andrew's Pre-school offer all new parents/carers a home visit before the child starts with us. During the Covid pandemic, a face to face meeting is not possible. If parents feel that they would like a Home Visit, this will be conducted via Zoom.

Visiting Pre-school

- During the half term before starting St. Andrew's, families are invited to visit the setting to see how we run a Pre-school session. It gives the children and parent or carer time to meet the staff and to meet other children.



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- A gentle introduction allows children and their carers to get to know the staff and the daily routine and to become familiar with the environment. We find this method highly successful; children feel relaxed, happy and confident, as do their parents/carers. Our partnership with parents is very important; they must have trust and confidence in those looking after their children.
- We make it clear to all families that we will support them in the setting for as long as it takes the child to settle in. We will reassure parents/carers of children who seem to be taking a long time to settle in and give advice and suggestions to make the transition as smooth as possible.

Assessment at Pre-school

- Frequent assessments are made throughout each child's time at St Andrew's Pre-school. Key Persons use the online tracking system 'Tapestry'.
- In the summer term an end of year or Transition report is written.
- Parents are encouraged to review and add to their child's Learning Journey regularly. Key Persons are available to talk to parents about the development of their child at any time.
- We liaise closely with other settings if sharing a child.

Transition to school

- During the Autumn term, families receive a 'Starting school' pack from Reading Borough Council via our setting. The pack contains all information required for parents/carers to make their application to their preferred schools. Pre-school staff know the local schools well and we are happy to answer any questions that parents may have about the next step in their child's education.
- Once school places are offered in the Spring term, our Pre-school Management arrange visits to our feeder schools when possible.



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- During the second half of the summer term, we incorporate Transition into our planning for the children. Ways in which we do this include turning the role-play area into a school classroom, having school uniforms available for dressing up time and practising tasks such as carrying a lunchtime tray.
- Staff regularly share reference and story books with children about going to school.
- Staff and children enjoy sharing transition leaflets provided by our feeder schools.
- Each child's Transition report is sent directly to the school at the end of the summer term before they leave Pre-school. This includes comments upon the seven areas of learning, the development stages of the child and their hopes and fears for the transition.
- For children with any additional or special educational needs, a transition meeting is arranged with the school, the child's parents and our Pre-school SENCo.
- For any child moving on to another Nursery or Pre-school, staff will complete the same Transition report which is then sent to the other setting with parental permission.