



# TRANSITION POLICY

Current Version 4.0

## Introduction

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 years 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 and carers are invited to attend an Induction session. During the evening, committee and staff will lead a short presentation giving information about how we run our setting.
- Parents are required to complete all necessary documentation including our 'All about me' page on Tapestry. 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 their likes, dislikes, food allergies, dietary restrictions and requirements and favourite toys. Other questions include 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 and staff team use the information as the basis for planning to support the child's development and learning.
- From September 2016, St Andrew's Pre-school have improved links with families further by offering all new families and carers a home visit before the child starts with us at St Andrew's Pre-school.

## Visiting Pre-school

- During the half term before the child starts with us, 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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## Settling in

- A gentle introduction allows children and their carers to get to know the staff and daily routine, as well as becoming 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 reassure all families that St Andrew's Pre-school will support them for as long as it takes their child to settle in. We support 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.

## Observations at Pre-school

- The Key Person completes a baseline assessment, or two-year check within half a term of the child starting with us. We share this with the parents and carers.
- Frequent observations are made for each child. Each Key Person completes an observation on each of their children every week. Other observations include afternoon activities led by other members of staff.
- Parents are encouraged to review their child's online 'Tapestry' journal regularly and to share photos and information with us. 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 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 Manager arranges visits to our feeder schools.



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- Feeder school Early Years staff arrange a visit to our setting to meet and chat to the children.
- During the second half of the summer term, we incorporate Transition into our sessions. 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 relating to starting school with the children.
- Staff and children enjoy sharing transition leaflets provided by our feeder schools.
- A Transition report is sent directly to the feeder schools during the summer term before children leave Pre-school. This includes assessments using the seven areas of learning, the development stages of the child, parents' hopes and fears for the transition and comments from the Key Person.
- 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. A 'Transition Passport' may also be completed.
- For any child moving on to another Nursery, or other Early Years setting, staff complete a Transition report which is then sent to the other setting with parental permission.
- If the other setting uses 'Tapestry', we are able to share and/or access the journal using a password and parental permission.