

## **10.8 Transition**

### **Policy statement**

**Transition concerns the changes a child encounters from one place to another. This can be from home to nursery, starting school or children that attend more than one nursery. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations.**

**Through the implementation of this policy, we aim to work in partnership with parents/ carers, practitioners from other settings and/or childminders and school staff to share information about the child and identify what support he or she may require when starting or leaving us.**

### **Procedures**

#### **Induction into Pre-school**

1. To ease transition into Pre-school we have an induction session during which new children, parents/carers and preschool staff share information about the child and the setting. It is also an opportunity to advise parents on how to support their child during the first few sessions, to ask questions, and to air any worries or concerns.
2. Parents are asked to fill in a home information sheet to help us to have a deeper understanding of the child and his/her personality.
3. Each child is allocated to a key person who develops a close relationship with that child and communicates frequently with the parent/carer.
4. We welcome children with Special educational or additional needs or disabilities . We will communicate with relevant agencies such as health visitors/ speech therapists, and seek advice relating to the child's needs, whilst working very closely with the parents. A home/school book may be used as an extra means of communication with parents.

#### **Transition to another Pre-school**

The child's Learning Journal and "Ages and Stages" sheets will be given to parents and we will advise them of the benefits of passing this information on to the next setting.

#### **Transition to Nursery/Reception**

- 1) Children are prepared for transition to Nursery/Reception during their last term by being encouraged to take responsibilities, to work in small groups and to become confident and independent.
- 2) Parents receive their child's Learning Journal and "Ages and Stages" records and are advised to pass these on to their next setting.
- 3) Nursery and reception teachers from our main feeder schools are invited to visit the setting to meet the children.

- 4) Parents of children with Special Educational or Additional Needs are invited to a consultation meeting with the Senco and Key-person, where IEPs, Health and Care plans and written progress reports are discussed, and all relevant documentation is passed to them. Contact is made with the school, and teacher visits are arranged, and with parental consent, any relevant information, documentation and IEPs are passed to them. There may be a Transition meeting involving parents, school, Pre-school and other specialist representatives. We endeavour to do all we can to make transition to the new setting as smooth as possible.

October 2016