

Safeguarding and Welfare Requirement: Information and Records

Providers must maintain records and obtain and share information to ensure the safe and efficient management of the setting, and to help ensure the needs of the children are met.

10.17 Transition policy

Policy statement

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.

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 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, year groups and key stages 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 year group and feel secure and motivated to learn

Transition Principles

The overarching principles that underpin this transition policy are:

- Approaches to teaching and learning in EYFS should be consistent at the point of transition
- Information from the previous setting should be given professional regard
- Planning is based on assessment information from the previous setting
- Approaches to and styles of teaching and learning should reflect the current cohort needs
- The transition process should be an enjoyable, motivating and challenging experience for children
- Children's wellbeing and emotional welfare should be considered before, during and after transition
- Staffing should be closely monitored and allocated according to need over the transition period
- Transition is perceived by staff, children and parents as a process not a single event
- Parents have a clear and informed understanding of the transition process
- Children, parents and staff are all involved equally in the transition process
- Transition focuses on fitting the setting to the child and not fitting the child to the setting
- Transitions are well thought through processes with key systems and procedures in place
- Transition processes are flexible to the need of the individual child

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.

Transition into Reception

A range of strategies, systems and procedures are in place to promote good transitions from pre-school into Reception classes. These include:

Visits and collaborations between pre-schools with Reception classes throughout the year

Joint activities between the school and pre-schools

During the last term in pre-school, children visit their new classroom on regular occasions, to become familiar with the setting and staff

Home visits at the beginning of the Reception year

Assessments and learning journals from pre-schools are examined ahead of children starting in Reception

Children start their first term in Reception through staggered hours (staying until lunch time and then stay for lunch but not for the afternoon session). This staggered entry is spread over 2-3 weeks prior to children starting full-time

Children initially work with their key carer in Reception for the first few weeks, gradually building up to work with other adults as the term progresses

The learning environment

One of the core principles of effective and successful transition is the creation of an appropriate learning environment. To this end the following should apply:

Staff should be aware of the varied learning environments children are transitioning from in order to help inform the way they plan and provide for learning opportunities in their classroom

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:

Parent meetings are held in the summer term to provide practical information about the EYFS as well as suggestions as to how they can help their child in the transition process

Parents are invited to experience the Reception classroom layout and resources before September

Parents are given clear information about what to expect in Reception

Parents are given the opportunity to meet Reception staff informally prior to transition

Parents are sent half termly newsletters informing them of curriculum coverage and how to help their child at home.

This policy was adopted by

Little Fingers Pre-school

On

Date to be reviewed

March 2022

Signed on behalf of the provider

Name of signatory

Carolyn Coleman

Role of signatory (e.g. chair, director or owner)

Chair

10.17 Transition policy

COVID-19 Addendum

For any children going to school: We will work together with all schools that children are going to and attempt to do all we can to help ease this transition, including making up school packs with photos of the teachers and building; reading stories, engaging in role play, setting up video calls, meetings and where possible visits. We will also work with parents to try to alleviate any worries and anxieties. This may mean working with the schools to extend the starting date.

Any children moving from another setting that they have attended during the lockdown (key worker children): In these cases, with parental permission, we will attempt to speak to the childcare provider that the child has attended to discuss interests, development and next steps.

Children attending another early years provider: A virtual meeting will take place where children attend another setting or childminder to discuss possible options during this time; where possible this will be discouraged and ways will be explored for them to stay with just one provider to minimise risks.

This policy was adopted by

Little Fingers Pre-school

On

Date to be reviewed

March 2022

Signed on behalf of the provider

Name of signatory

Carolyn Coleman

Role of signatory (e.g. chair, director or owner)

Chair