



Transitions Policy

Statement

“Children may move between several different settings in the course of a day, a week, a month or a year... Children’s social, emotional and educational needs are central to any transition between one setting and another or within one setting... Some children and their parents will find transition times stressful while others will enjoy the experience ...Effective communication between settings is key to ensuring that children’s needs are met and there is continuity in their learning” DFES – Early Years Foundation Stage

Aim

Haselbury Plucknett Pre-School is committed to ensure a smooth transition. Good communication between settings, key workers, parents, children and practitioners is encouraged.

Transition into Pre-School

- **Enquiries** - Haselbury Plucknett Pre-School will invite parents for a visit or the opportunity to speak to the Supervisor or to provide a prospectus and registration form and the telephone number and email address of the school.
- **Starting Pre-School** – A date is agreed with the parent/carer and introductory visits are agreed if appropriate. Also relevant documentation concerning the child i.e. registration form/ medical form/consent forms are given to parents. Parents are asked to complete a ‘Starting Points’ questionnaire about their child.
- **Note – child will not be able to start without completed documentation – Safeguarding**
- **Settling In** – We recognise that all children have different needs and every child is treated as an individual. Parents are welcomed to stay and play as appropriate in the initial stages. Settling in procedures are agreed between the Supervisor and the parents. Parents are also given the opportunity to read the Pre-School’s policies and procedures.
- **Sharing of information** - Parents are regularly advised that staff are available to discuss their child’s development or any query regarding the group, at any time. Parents are however, invited to view their child’s developmental records annually or more frequently as necessary. Information is shared with other settings by use of the ‘sharing information’ booklets or by phone calls or emails. Staff complete home- school books which detail weekly planning, information letters / updates / messages and these move between home and pre-school daily. The parents are encouraged to share information and children’s achievements (eg: ‘wow’ moments).

Transition from Pre-School into School

- **Teacher visits** –As the Pre-School is part of Haselbury Plucknett First School, the Foundation Stage teacher will be actively involved in Pre-School life. However, during the Summer term she will make regular planned visits to get to know the transitioning children even better. If some children are going to a different school, then similar arrangements will be made.
- **School visits** – Haselbury school invites parents and transitioning children to visit the school classroom for specific ‘Stay and Play’ sessions in the Summer term.
- **Discussions** – During the last half term we regularly involve the children in discussions about starting school to promote school readiness. This includes stories, looking at photographs, discussing school visits and school uniform etc.
- **Practitioners’ Links to School** – Transfer forms are completed for each child, and informed discussions take place as appropriate.
- **Leaving Ceremony/Party** – On the last day the session is run as a party, all children of the group are invited to attend. Towards the end of the session, the parents are invited back for an informal concert where leavers are presented with books.
- **Children’s paperwork** – Learning journeys/personal pathways are passed to the Foundation Stage teacher, however permission is sought from parents to do this.

Transitions to childminders and other childcare providers

- **Supervisor/Keyworker Links** – Daily diaries are used and informal discussions held. Every effort is made to enable good communication with other childcare providers.

Links to other policies and legislation

- Legislation – Children Act 2004, Childcare Act 2006 etc
- Admissions policy
- Parental Involvement policy.
- Every Child Matters Outcome: *Enjoy and Achieve, Make a positive contribution*
- General Welfare Requirement: *Documentation, Safeguarding and promoting children’s welfare, Organisation*

This policy was adopted at a meeting of the School Governors

Held on: 25th September 2017

Signed on behalf of the Governors:

This policy is reviewed annually. The next review is November 2018 or as and when information needs to be added or amended.