

TRANSITION POLICY

1.0 Policy statement

1. We at Olive Tree Nursery believe that all our children and their families deserve support at points of transition.
2. We recognise that periods of transition include major changes such as first entry to our setting and the move to a new setting or into school. We also know that children need support to change key person and also with day to day transitions such as being welcomed into our setting each morning and helped to share their experiences with parents when it is time to go home.
3. We know that we have a statutory duty within the EYFS (2012) to provide each child with a key person who should help them to become familiar with our setting and to feel confident and safe within it, developing a genuine bond with the child and family and offering a settled, close relationship, before entry.
4. We also have a statutory responsibility to share relevant information about a child with parents and other settings that they may attend.
5. We recognise that more vulnerable children and families may need additional support at points of transition.

2.0 Procedures

At point of entry to our setting:

- We have a written welcome procedure, which includes the collection of essential information through registration forms.
- Key workers visit potential children in their home environment, providing parents with "All About Me" booklets to encourage parents to give us a range of information about their child's development, needs, routines, likes and dislikes.
- We encourage parents to stay for the first 1-3 sessions depending on how the child settles down. Please see our Settling-in Policy.
- Our brochure is designed to be an effective welcome document. It aims to answer parent's frequently asked questions, is easy to read and can be translated for EAL families if need be.
- We invite parents, carers and children to meet with their key person in a relaxed atmosphere before the child starts at our setting.
- We display information for parents about what the daily routine in nursery is. This can be found on the parents notice board.
- We encourage parents to supply photographs of their child and family to display in their Learning Story. This helps the child to keep home in mind and shows families that we value them.
- We are happy for children to bring a favourite toy, comfort item or other transitional object with them from home.
- Parents and children have the opportunity to spend time getting to know their key person.
- The environment in our setting reflects the needs and interests of each child.
- The key person is aware of the likely emotional needs of the child.
- The key person has knowledge about the child's home routine and matches this, if possible, with the child's routine in the setting.
- We collect information at point of entry about any other professionals who are involved with the child and family.

- We ask for parental permission to work with other professionals, before entry to ensure that the setting is ready to meet the child's physical, emotional, social and learning needs.
- We have a procedure for sharing information about a child who attends more than one setting. We give parents information about why this is important and (their key person) has responsibility for liaison with the other setting/carer.
- The manager monitors the effectiveness of daily or weekly communication between parents, child, and different settings where a child attends more than one setting on a regular basis.
- The key person is usually responsible for telling the parent or carer about events in the day that have been important for the child.
- We use observation and assessment to plan for each child's learning and development. All those involved with the child share this information.
- Learning Stories show a child's interests, learning, development and progress through written observations and photos.
- We make our Learning Stories easily available for parents to look through or to borrow on request.
- We encourage parents and children to look at and to add information to the Learning Story.
- We take photos of activities and events to show parents what happens in our setting for their Learning Stories and displays.
- We promote communication with families by using a variety of methods, for example, newsletters, open sessions, meetings, parents' boards, informal conversations, fund-raising events, and outings.
- We work with parents as equal partners with, for example, Individual Education Plans (IEP) and Common Assessment Framework (CAF). We ask for permission before sharing information with other professionals.

At transition to a new setting, or transition into school

- We talk to parents and children about the application for a place in the setting/school.
- We ask parents for permission to contact the new setting to share information about the child's needs and interests.
- Where possible we invite a practitioner from the new setting to visit the child in our setting prior to the move.
- We ask parents to tell us about the school place that has been given to their child. We invite school staff to visit their 'new' children in our setting and we talk to key practitioners about individual children's needs.
- We complete a copy of the 'Record at Transfer from Pre-school to School' for each child in the half term prior to school entry. This is completed with the child's parents and sent to school before the end of the term in which the child starts school.
- We help our children to explore positive ideas about school by introducing 'school' role-play materials during the summer term.

We offer the following additional support for more vulnerable children and families.

- Our Equality and Diversity Policy identifies the procedures for transition for children with additional needs.

- We ask for parental permission to contact other professionals before entry to ensure that we are ready to meet the child's physical, emotional, social and learning needs.
- We collect information at point of entry from any other professionals who are involved with the child and family.
- We welcome professionals who support individual children to work in our setting where appropriate.
- We make referrals to other professionals where appropriate and signpost families to services provided.
- We work with parents as equal partners with, for example, IEPs and FSP.
- We offer families the opportunity to attend a transition meeting at points of entry. (Home to pre-school, pre-school to school). There may be occasions where other professionals take the lead on FSP's or transition meetings for a child. At these times we work closely with these colleagues.
- We make an application for additional funding if we believe a child has a sufficient level of identified need with parental permission.
- We contact and work with the appropriate professional for vulnerable groups. This includes English as an Additional Language (EAL), Portage, Gypsy, Roma, and Traveller children (GRT). This includes family support from Children's Centres prior and during entry to our setting or on transfer to school.
- We have a flexible approach with those children who are highly mobile, for example GRT, Forces and Migrant Families.'
- Looked After Children in our setting have a Personal Education Plan (PEP).
- We will alert Social Services if children, about whom there is child protection concerns, leave the setting.
- Each child in our setting with complex medical will have a Care Plan, which is shared with all those who have contact with the child.
- We will assess and modify our environment to ensure that it meets the needs of the child.