



Transition Policy

Version History

Version	Date	Author	Changes
Initial			Initial Version
2018/12	Dec 2018	JMB	Include home/playgroup settling in. Sharing information for split placements, transition from playgroup to nursery
2020/08	Aug 2020	JMB	Rebrand and information re COVID-19

Transition Policy

Statement of Purpose

We recognise the importance of supporting toddlers and young children through the transition process. Transitions will be handled sensitively and will be a positive experience for both children and their families. Effective transition involves partnership working, effective communication and the tracking and recording of children's progress. Transition arrangements will be planned and managed to support children and families through the process. Progression in learning and curriculum continuity are essential to ensure the needs of the child are being met.

Throughout this guidance the term parents is used to include all main care givers.

COVID-19

COVID-19 and the need to reduce the risk of the spread of infection compromises our abilities to ensure effective transitions. Wherever and however possible we will work with individual parents to make the transitions to and from nursery as smooth as possible.

Supported Transitions

Children will experience transitions at different times in their life and the setting will support children and families to make successful and effective transitions. Transitions can be from home to school, split placements (including childminders), nursery and onward to primary school.

Children will be encouraged to develop a positive attitude to change and to develop new and secure relationships as they move across the setting. Processes will be in place to record all aspects of children's learning and achievements and this information will be shared with relevant colleagues and families to ensure continuity of learning.

Key Transitions

We recognise the following points of transition as key stages in a child's emotional and learning journey and will plan carefully to support both the child and their family as they make these transitions.

Home to Nursery

We respect and value parents' knowledge of their child. We will engage with them prior to the child joining the setting to gain as much knowledge of the child as possible, including care needs, preferences and developmental stage. Parents will be asked to complete a All about Me information to aid this process. We will also explore any concerns the parents may have about bringing their child to the setting. We will endeavour to build positive and relaxed relationships with the parents that foster openness and trust.

A visit to the setting by the parents and child will be planned where they can meet and get to know the staff team, begin to form secure attachments and become familiar with the setting. The duration of this visits will be dictated by the child's needs and parental circumstances. We will be sensitive to both the child's readiness to join the setting, and be parted from the parent, and the parent's own needs and emotions. Visits can be repeated if felt necessary. A Settling In pack is available for children to take home.

Across Settings

Parental commitments or preferences may require that some children attend more than one setting or spend additional time in the care of a childminder. We will work in collaboration with parents and colleagues in other settings to ensure that there is shared information on the child's learning and development across these settings. We will agree with the parents and any additional settings how and when information should be shared, and what the content of that information will be.

All settings will be informed of the involvement of other agencies and professionals and have a common understanding of the child's progress in early literacy, numeracy and health and wellbeing to ensure

continuity in learning across the curriculum. We will take cognisance of any information passed to us by other settings to help inform our planning for the child's progression and wellbeing.

With our partners we will regularly review and evaluate the impact of our transition arrangements across settings to ensure the best possible outcomes for children and families. Where possible we will meet with them to develop a shared understanding of progress and play-based pedagogy across the early level.

Setting to Nursery

As a setting we will foster positive collaborative working strategies with other local nurseries. Where possible we will ensure that children have opportunities to participate in joint events and activities to support transition to nursery. We will work to share information with receiving nurseries including relevant information about support needs, skills and achievements across the curriculum.

Setting to Nursery or Primary School

As a setting we will foster positive collaborative working strategies with other nurseries and local primary schools. Where possible we will ensure that children have opportunities throughout their final year at Cambusbarron Village Nursery to visit and participate in events in their receiving nursery or primary school in order to support them emotionally during transition and to promote a confident and successful move to nursery or primary school.

We will develop concise reporting records to share with receiving nurseries or primary schools based on a common understanding of child development and progression in learning. These records will outline clearly the child's learning in early literacy, numeracy and health and wellbeing and help the receiving primary to plan for progression. They will include any relevant information about support needs, skills and achievements across the curriculum.

This information will be shared in the first instance with the parents to ensure they have full knowledge of their child's progress to date and are in agreement with the assessment.

We will also ensure that receiving nurseries or primary schools are informed of any relevant involvement with other agencies and professionals.

We acknowledge that not all of our children will move on to nursery or primary school within the locus of our setting. This presents a greater challenge for collaboration but we will endeavour to ensure that every child has a positive transition experience and that the receiving nursery or primary school, where applicable, is fully informed of the child's progress to date and has all relevant information regarding the child.

As in our practice with shared settings, we will meet with colleagues from nurseries and primary schools, where possible, to develop a shared understanding of progress and play-based pedagogy across the early level. We will seek objective evaluations from parents, children and partners to enable us to develop and improve the transition arrangements and programmes into nursery and primary school that we provide.