

Transition Policy

Downside Preschool believes transition is a process, not an event. We will endeavour to work with families and other professionals to support transition. We endeavour to ensure a smooth transition for children entering into preschool and then into school from preschool.

Pupils and parents need to feel happy, comfortable, reassured and confident to face the challenge of starting in a new setting.

We recognise that pupils are vulnerable at stages of transition. We implement a range of strategies and activities to ensure a smooth and happy transition. We understand that children need familiar adults to help them make transitions. Staff recognise that children may require learning and adapting a new identity.

We know that children with SEND may need more of a transition period and will work with the individual child, parents and school to ensure a smooth transition.

Aims

Ensure the pupils' emotional well being is a priority.
Ensure good communication between staff, parents and children.
Raise parents' awareness of preschool's routines.

Before starting with the preschool we will:

- Allocate a key person to all children
- Do a home visit for all new children. This will be done with the manager and key person, giving children an opportunity to meet staff in their own home
- Provide information to the parents by way of talking through and giving parents a parent pack.
- Provide parents information about the EYFS.
- Gain information about the child.
- Endeavour to form attachments with the children
- Show the child around on their first visit.
- Key person to be available to look after the child the first time the parent leaves.
- Parents to visit the preschool for at least one session before the child starts.
- Putting in place a settling in procedure depending on the individual needs of the children and parents.
- This may mean that the child has a staggered start depending on needs and age.
- Understand that two year olds may need a longer transition period and settling in period.
- Support children in making friends.

We will discuss with parents

- Visits to the Pre School
- On their child's first day they are welcome to stay so they are able to settle. If their child has a comforter e.g. blanket or a favorite toy they will be encouraged to bring this with them. When entering somewhere new a child can find this very stressful at first, so having their comforter may help them to settle.
- We would ask that you fill in all about me forms so that we can gain an understanding of your child's interests.
- We have a routine within the pre-school and this will be explained to you and your child as the session goes on. All information about this is in the parent pack. Please share with your child

- We understand what a big step this is for your child and not all children can do this quickly.

Before starting at school we will endeavor to:

- Pass on information to the school including child's name, address, attendance and progress.
- Visit the reception class with the children.
- Invite the reception teachers and teaching assistants to visit the preschool to meet the pupils in their present settings where they are comfortable
- The staff will introduce themselves to the pupils, spend some time playing with them and talking to the preschool staff to find out as much about the pupils before they enter school.
- Where visiting the setting is not possible, the reception teachers will endeavor to speak to the pre-school practitioners to find out information about the pupils who will be joining the school.

Working with the children's centre

- Meet parents and children in the centre if possible by attending a stay and play session.
- Meet with family support workers to gain more information about the child's development, learning and interests.
- Share any relevant information that will support the child
- Encourage the family support worker to visit the preschool with the child if possible.

We recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children may experience are:

- Starting at an early years setting
- Changes in routines in settings
- Starting school or moving settings
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

This policy was adopted on	1 st September 2023
Signed on behalf of the S	Julie Russell
Date disseminated to staff	1 st September 2023
Date for review	September 2024