



TRANSITION

There are certain times in a young child's life where additional support is needed to ensure that changes taking place are experienced in a positive and inclusive way. Transition can include the arrival of a new baby brother or sister, moving house, a change in the family grouping, or starting at Pre-School. The former categories tend to be supported informally by a child's Key Person, through chats with parents/carers and play with the child, and/or through signposting to a specialised service for further support. The Pre-School's links with community agencies such as the local Children & Family Centre are normally the way in which the setting will seek the appropriate level of support for a child/family.

The latter category, starting at Pre-School, involves a more formalised approach from the setting and includes transition where a child attends more than one setting, transition from our Pre-School to another Early Years setting and finally, transition from Pre-School to Reception Year at Primary School. In addition to these categories any child with a special educational need or disability will require additional support during transitions in order to ensure a coordinated and consistent approach from all the professionals working with that particular child. All of these transition times are recognised as important and significant events in children's and families lives and the following procedures set out in this policy aim to provide detail which informs the most effective practice.

Starting Pre-School:

Separating from the main parent/carer for the first time can be an unsettling period for a young child and produce anxieties for both child and parent/carer. At Bolnore Village Pre-School all staff are aware of and recognise the importance of attachment and the need for a child to feel safe and secure. In view of this we operate a Key Person approach to ensure there is plenty of quality time spent between staff and children to build warm, trusting relationships which provide a reliable and solid foundation from which a child can explore, learn, have fun and gain independence. Provision is made for new children to spend lots of time in one-to-one and/or small group situations and all Key Persons are available at the start and end of every session to share information with parents/carers to establish a familiar and regular point of contact.

A Home Visit is always offered to a family as part of the Induction/Transition process so that adults and children can become familiar with staff and the everyday routines and life of the Pre-School. This is closely followed by an Induction programme where children are able to visit the Pre-School in small groups to familiarise themselves with the Pre-School environment and to spend



time playing for a short period of time.

Staff will always use discretion and follow a parent/carer's lead when supporting a child in separating from home, allowing for diversity and respecting the individual needs and wishes of children and their families. Therefore, when new children start the term at Pre-School there is plenty of flexibility within our provision to ensure children have positive experiences that can be built upon.

For further information please see our policies on Home Visiting, the Key Person and Settling in Procedures.

Children who attend more than one Early Years setting:

It is the aim of Bolnore Village Pre-School to establish and maintain effective working relationships with other Early Years settings in the locality. Next Steps in Learning and Development and Individual Progress Review documents for a child are always sent to the other setting with a covering letter, inviting personnel from the other setting to visit us at the Pre-School if parents/carers have given their permission for us to do this. These documents are sent once a term, either via the parent/carer or posted. Visits from Bolnore Village Pre-School to another setting take place where possible. If visits are not feasible, we try to establish links via telephone conversations or home-school communication books in order to ensure both settings have a realistic and comprehensive understanding of the child.

Leaving Bolnore Village Pre-School to attend another Early Years setting:

Very rarely do children leave the setting to go elsewhere, but when they do, the same principles in information sharing for those children attending more than one Early Years setting, are applied. This is in order to help the new setting begin to form a relationship with the child and to help the child move with ease from one learning environment to another.

From Pre-School to Reception Year at Primary School:

Many of the children attending Bolnore Village Pre-School move on to attend Reception Year at Bolnore Village Primary School, but not all of them do and so we have links with a range of local Primary Schools, adapting our transition procedures to take into account the constraints or policies of each different school.

Once families have been notified of their child's place in Reception Year the SENCO/INCO, Fay Flude, is responsible for coordinating contact with each Primary School. A proforma sheet for each child starting school in September is given to each Key Person to complete. This individual transition sheet provides the EYFS coordinator/Reception Teacher with the most relevant and up-to-date information regarding a child's family background, learning styles and current



interests/strengths, known friendships, whether there are any other additional, or transitional needs, and who the child's Key Person is. This document will either be discussed in person with a teacher from the Primary School, or posted, and will include a photocopy of the most recent Next Steps for Learning and Development and Individual Progress Review.

The role of the SENCO/INCO:

Fay Hart is responsible for overseeing and coordinating any visits, meetings or handover of information to EYFS coordinators/Reception Teachers and in addition will:

- Support all Key Person staff in completing the 'Individual Transition' sheet
- Meet with Bolnore Village Primary EYFS staff to discuss the needs of the September intake
- Also visit other Primary Schools where there is a child about to attend who has SEND.
- Build links with local Primary Schools to encourage visits between settings, with or without parents, supporting stay and play, story time and information sessions.
- Liaise with the local Children & Family Centre to refer families for the 'Starting School' courses
- Liaise with the Link Health Visitor to set up an information drop-in session every Summer term, aimed at providing guidance for families of children due to start school.
- **Where a child has identified special educational need or disability (SEND)**, Fay will ensure that all relevant information is gathered and copied for EYFS and SENCO staff in Primary Schools, which includes EYPARM reports, multi-agency records, Play Plans and reviews and any FIRST folder information.

Where a child's **needs are complex** Fay will arrange and organise transition meetings involving key staff and families in order to provide a coordinated transition plan that will support an individual's move from the Early Years setting into Reception Year. Fay Hart is responsible for planning and providing opportunities for any additional visits that the child with SEND may require, to include the views and wishes of the parents/carers.



The Role of Key Person:

- Ensure 'Individual Transition' sheets are completed and that each child's Learning Journal is up-to-date for handover to school.
- Accompany key children on visits to Reception Year, wherever possible, supporting children in building up a positive experience of the change.
- Talk with and encourage role-play opportunities to explore children's attitudes and feelings about starting school, using visual aids and supporting material (eg photos in a 'My New School' booklet) where necessary.
- To seek support from Fay if you require information, resources or guidance for activities or stories to support the transition.
- To seek support from Fay if you have any concerns about an individual child, or a parent/carer has voiced any concerns about transition. In her role as SENCO/INCO Fay can support and guide you in this area, or speak with parents/carers herself.
- Act as an ambassador for Bolnore Village Pre-School, sharing information with the EYFS staff and providing support to children and parents/carers when accompanying them on stay and play sessions.

Code of Conduct for staff visiting and/or contacting other settings (includes Early Years settings and Primary Schools):

- Please remember to be welcoming, positive and clear with the information you are sharing. Your conduct gives an impression of the Early Years setting you represent and we want it to be a very positive one!
- If you are unsure of any information please make sure you leave the relevant contact details for either Holly or Fay, so that the information can be found and passed on to the relevant person/professional body within a short period of time.