

BEETLEY & DISTRICT PRESCHOOL

Registered as a Charity Number 1029927

TRANSITIONS POLICY

Statement of intent

We believe that all children and their families deserve support at points of transition and we aim to provide children and their families the support and guidance during those times.

We recognise that periods of transition include major changes such as first entry to our Preschool and move to a new setting or into school. We also believe that children need support with day to day transitions such as being welcomed into our Preschool each morning and helped to share their experiences with parents when it is time to go home.

We plan transitions around the individual needs of the child.

We recognise that more vulnerable children and families may need additional support at points of transitions.

We value the parent/carers as the first educator of their child.

Procedures:

We have a person who has responsibility for co-ordinating our transition policy. That person is: **Diane Calvert**

- This transition policy is closely linked to our Key Person Policy, Special Educational Needs Policy and our Equality & Diversity Policy.
- We have an admissions procedure which includes a registration form, and an 'All About Me' form, where we collect essential information about the child.
- We offer a home visit by the manager who may be accompanied by the person who will be the child's key person, to ensure all relevant information about the child can be made known.
- Our prospectus which is available in print and aims to answer parent's frequently asked questions, is easy to read and contains photographs of all the staff members
- We aim to allocate a key person before the child starts; the key person welcomes and looks after the child at the child's first sessions and during the settling-in process.
- We encourage families to visit with their children as often as they can, prior to them starting at the Preschool.
- We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents/carers the child's registration records, which includes the agreed settling-in process.
- If the child displays a stronger attachment to another member of staff then we will transfer him/her to a new key person.
- By the time a child starts to attend, we should have agreed the process of settling-in with his/her parents/carers and jointly decided on the best way to help the child to settle into the Preschool.

Settling-in

- We work at the child's and parent/carers pace, always following their lead as to when the parents will leave.
- We encourage and support the parent, carer or close relative, to gradually take time away from their child, increasing this as and when the child is able to cope.
- Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- If we are unable to comfort the child within 15 minutes, we will contact the parents, giving them the opportunity to return earlier than planned, to support their child's wellbeing.
- We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

Review & Adopted at meeting 30.04.2018

- We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We encourage the parent to stay until their child can stay happily without them.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

Transition to a new setting, or transition into school:

- We talk to parents and children about the application for a place in the setting.
- We ask parents for permission to contact the new setting to share information about the child's needs and interest.
- Where possible we invite a practitioner from the new setting to visit the child in our setting prior to the move
- We invite the school staff to visit their 'new' children in our setting and we talk to key practitioners about individual children's needs.
- Where welcomed, we attend transition meetings with new settings or schools to support them with information about the children who are due to start in their group, with the parents/carers permission.
- For children with Special Educational Needs (SEN), the child's key person, with the permission of the new setting/school, will accompany them for visits before they are due to start.
- We complete a transition report for each child in the half term prior to school entry. This is completed and shared with the parents and a copy, along with the child's Learning Journey (if requested by the school and with the parent's permission) is sent to school before the end of the term in which the child starts school.
- We aim to work with our local schools to make simple books about school for our book area
- In September of each academic year we aim to meet with the reception class teacher at our local school to arrange transition visits.

Transition at the beginning and end of the day:

- One member of staff greets the children each day at the door.
- Staff members are available to support the children as their parents leave, this may be playing alongside the children or supporting them to wave goodbye at the window.
- Staff are organised to enable them to be available at handover times to talk to parents.

Signed:

Chairperson

Supervisor

Date:

Date for next Review: