

BEETLEY & DISTRICT PRESCHOOL

Registered as a Charity Number 1181636

TRANSITIONS POLICY

Version 2

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 and Disabilities 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.
- Normally, 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. During the restrictions that are in place due to Covid-19, we can offer a video call with Diane Calvert.
- Our prospectus, which is available in print or to view on our website, 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.
- Normally we encourage families to visit with their children as often as they can, prior to them starting at the Preschool. During this time we will try to arrange if the guidance allows social distancing visits of families 2 at a time for short periods during August. If we are unable to do this we can use the video call to show families around the setting.
- If the child displays a stronger attachment to another member of staff, 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 will offer induction visits for parents and children of up to 2 families at a time when there are no other children in the preschool to allow social distancing and to enable us to make sure the resources are cleaned thoroughly between visits.
- We work at the child's and parent/carers pace, offering for their child to start with shorter sessions initially and then increase the time, when parents/carers feel their child is ready.
- 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.

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 interests.
- Where possible we invite a practitioner from the new setting to visit the child in our setting prior to the move.
- Where possible, 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 we are unable to have visitors to the preschool we will have virtual discussions 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 and Disabilities (SEND), 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:

- During new regulations due to Covid-19, one member of staff will greet the children on the path outside preschool and bring them on to the premises.
- Staff members are available to support the children when they arrive, this may be playing alongside the children, reading a story with them or supporting them to access a resource
- A Staff member will be available to parents at handover times.

This policy will be under constant review as changes happen due to Covid-19

Signed:

Chairperson:

Supervisor:

Date:

Date for next Review: