Beetley and District Preschool

Registered Charity: 1181636

Transitions

Statement of Intent

Beetley & District Preschool believes that all children and their families deserve support at points of transition. We aim to provide children and their families with the guidance, reassurance and support they need during times of change.

We recognise that transitions include significant changes such as a child's first entry into preschool, moving to another setting or starting school. We also recognise the importance of everyday transitions, including arriving at preschool, moving between activities and returning home at the end of the day.

We plan transitions around the individual needs of each child and recognise that some children and families may require additional support. We value parents and carers as the first educators of their child and work in partnership with them throughout all stages of transition.

The Preschool Manager is responsible for overseeing transition arrangements, supported by key persons and other relevant staff members.

Principles of Effective Transitions

We aim to ensure that:

- children feel safe, secure and valued during periods of change
- transitions are planned carefully and reflect individual needs
- parents and carers are involved throughout the transition process
- information is shared appropriately to support continuity of care and learning
- children with SEND or additional needs receive enhanced transition support where required
- strong partnerships are developed between families, the preschool and other settings or schools

Starting at Preschool

Our prospectus, which is available in print and on our website, aims to answer frequently asked questions and includes information about the preschool and staff team.

We operate an admissions procedure which includes a registration form and an "All About Me" form to gather essential information about each child before they start attending.

We offer visits to the setting to allow children and families to become familiar with the environment and for relevant information about the child to be shared. Families are encouraged to visit the preschool with their child before their start date. During August, families whose children are due to start in September are invited to attend a play session accompanied by a parent or carer.

Where possible, a key person is allocated before the child starts. The key person welcomes and supports the child during their first sessions and throughout the settling-in process. Where a child develops a stronger attachment to another member of staff, consideration will be given to changing the child's key person in order to best support their wellbeing and development.

Further information about the key person system can be found in The Role of the Key Person policy.

Before a child starts attending, staff and parents/carers will agree a settling-in process that reflects the child's individual needs. Where applicable, relevant information relating to SEND, medical needs or a child's Health, Care and Evacuation Plan will be discussed and shared before admission.

Settling-in Arrangements

Following the initial visits and admission process, children will be offered settling-in sessions prior to their start date where appropriate.

We ensure we work at the pace of the child and their family and children may begin with shorter sessions and gradually increase their attendance as they become more confident and settled.
If a child becomes distressed and is unable to be comforted, staff will work with parents and carers to agree the most appropriate support and settling-in arrangements.

We consider a child to be settled when they have developed a secure relationship with their key person, are familiar with the environment and routines, and are able to engage confidently in activities and experiences within the setting.

When parents or carers leave, we encourage them to say goodbye to their child and explain that they will return and when this will happen.

Transitions Within the Setting

Children experience many transitions during their time at preschool. These may include changes to routines, activities, staffing arrangements, key persons, groupings or daily experiences.

Staff support children through these changes by maintaining consistent routines where possible, preparing children for change, offering reassurance and sharing information with parents and carers.

Children are encouraged to develop independence and confidence while knowing that familiar adults remain available to support them.

Transition to Another Setting or School

We talk to parents and children about applications for places at other settings and schools and, with parental consent, share relevant information with the receiving setting or school to support continuity of care, learning, development and wellbeing. Information shared will help ensure that the child's individual strengths, interests and support needs are understood and that appropriate safeguarding and support arrangements can continue.

Where possible, we invite school staff to visit children within the preschool and discuss individual needs with key persons and other relevant staff. Where visits are not possible, information may be shared through meetings, telephone discussions or virtual communication.

We complete a transition report for each child during the half-term prior to school entry. This report is shared with parents and carers and, with parental consent, is provided to the receiving school or setting.

Where requested by the school and with parental permission, copies of relevant records may also be shared to support transition arrangements.

We welcome reception teachers into the setting to help them become familiar with the children who will be attending their school.

Children are supported through transition activities, discussions, stories, photographs and visits where appropriate. Staff encourage children to share their thoughts, feelings and experiences about upcoming transitions and use this information to help plan arrangements that promote confidence, security and emotional wellbeing.

Through everyday experiences at preschool, children are supported to develop the confidence, independence, communication and self-help skills that will help them manage future transitions successfully.

Children with SEND or Additional Needs

We recognise that some children may require enhanced transition support. Transition planning may begin earlier for children with SEND or additional needs to allow sufficient time for information sharing, visits, multi-agency involvement and the preparation of appropriate support arrangements.

For children with SEND, medical needs, Health, Care and Evacuation Plans or other identified vulnerabilities, transition arrangements will be planned carefully in partnership with parents, carers and other professionals.

Additional visits, transition meetings, information sharing and individual support arrangements may be provided where appropriate.
Where agreed by parents, carers and receiving settings, the child's key person may accompany them on transition visits.

Further information regarding support for children with additional needs can be found in our Supporting Children with SEND Policy.

Daily Transitions

A member of staff welcomes children and families on arrival and supports children as they enter the preschool environment.

Staff are available to support children as they settle into activities and routines. This may include playing alongside children, reading stories or helping them access resources.

At the end of each session, staff provide opportunities for information sharing and handovers with parents and carers to support continuity between home and preschool.

Further information regarding partnership working with families can be found in our Parental Involvement Policy.

Related Policies

This policy should be read alongside the following policies and procedures, which support children and families during periods of transition and help ensure continuity of care, learning and wellbeing:

- Safeguarding
- Child Protection
- SEND and Inclusion
- Key Person
- Equality, Diversity and Inclusion
- Attendance
- Data Protection and Confidentiality
- Policy 3.2 – Identification of Illness, Exclusion and Administration of Medication

Monitoring and Review

This policy will be reviewed annually or sooner if required due to changes in legislation, guidance or preschool practice.

Policy reviewed on: 20th May 2026
Next review due: 20th May 2027
Reviewed by: Hollie Durrant and Julie East

Date:	Review Date:
Signed:	Signed:
Print Name: (Chairperson)	Print Name: (Manager)