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Transition Policy

Contents

Statement of intent

1. Legal framework
2. Definition
3. Roles and responsibilities
4. Planning transition activities
5. Transition from home into the nursery provision for 2, 3 & 4 year olds
6. Transition into the out of school club and holiday care provision
7. Parental involvement
8. Health & safety
9. Children with additional needs
10. Transferring information
11. Monitoring and review

Statement of intent

Transitioning into an early years setting and subsequently through different stages of their educational learning and development can be an anxious time for young children. At St Chads Community Project, we aim to make children's transitions into and within the setting as effective as possible, in order to reduce their anxieties and make transition as pleasant and exciting as possible.

Our goal is to ensure children's 'school readiness' and to provide them with the knowledge and skills needed to prepare them for progress through school and life.

We recognise that:

- Every child is unique.
- Positive relationships nurture children to be strong and independent.
- Enabling environments encourage good learning and development.
- Children develop and learn in different ways and at different rates.

We apply the above principles throughout children's journeys through the early years, including during periods of transition, to ensure all children are prepared for the next stage in their education.



1. Legal framework

1.1 This policy has due regard to legislation including, but not limited to, the following:

- Childcare Act 2006
- Education Act 2002
- General Data Protection Regulation
- Data Protection Act 2018

1.2 This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundations stage)
- DfE (2022) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE and Department of Health & Social Care (2015) 'Special educational needs and disability: code of practice 0 to 25 years'
- STA (2020) 'Early years foundation stage profile'

1.3 This policy should be read in conjunction with the following organisation policies:

- 6.1 Health & Safety Policy
- 3.1 EYFS Policy
- 10.1 Special Education Needs Policy
- 14.1 Data Protection Policy

2. Definitions

2.1 For the purpose of this policy, "transition" is the movement that takes place between home, St Chads CP childcare setting and school. This describes the practice that is adapted to support children to settle into their new learning or social environment in preparation for future learning and development.

3. Roles and responsibilities

3.1 The CEO has overall responsibility for the implementation of this policy.

3.2 The Head of Children Services in collaboration with Childcare Deputy and Room leaders are responsible for:



- Ensuring continuity of support through the transition process and maintaining contact with other professionals involved, as well as parents and children.
- The organisation and management of transition activities, both on and off site.
- Ensuring that children are appropriately registered when they are undertaking transition activities.
- Working closely with the SENCO to develop individual transition plans tailored to the specific needs of children with additional needs.
- Arranging regular meetings with Key Workers to discuss children's needs.

3.3 All early year's practitioners involved in transition activities are responsible for:

- Ensuring that confidential information is not shared unnecessarily and that personal data concerning children is only disclosed on a need-to-know basis.
- Following this policy an ensuring that children act in accordance with the policy at all times.
- Ensuring that first aid equipment and any necessary medication is always accessible, including when transition activities take place off-site.
- Planning transition activities that ease children's anxieties and make them feel prepared for their next stage of learning.

4. Planning transition activities

4.1 Practitioners will ensure that children are given opportunities to talk about their concerns and ask questions about their transition activities.

4.2 Practitioners will communicate with parents effectively about the transition activities that have been planned.

4.3 During the transition process meetings will be held between the professionals involved on either side of the transition to establish a shared, cohesive approach, and to ensure there are no conflicting expectations of children.

4.4 Transition plans will include a handover between practitioners through a transition report.

4.5 Practitioners will make transition plans which may include allowing children to visit their new setting, and allowing staff from their new setting to visit and observe children in their current setting.

4.6 Transition activities will have children's wellbeing as a central priority.

4.7 Transition activities will be planned as a gradual process, rather than a singular event.

4.8 Transition activities will create opportunities for children to develop self-care skills.



4.9 Transition activities will be approached with creativity, acknowledge children's anxieties and focus on core skills, while allowing children to take part in enjoyable activities.

5. Transition from home into the nursery provision for 2, 3 & 4 year olds

5.1 Parents who have expressed an interest in the nursery provision are invited to bring their child into the nursery on arranged open day's throughout the year. The Head of Children Services will arrange individual visits, subject to appointment.

5.2 The Head of Children Services will contact previous settings to share learning records and obtain information about children, particularly those with SEND.

5.3 Children who are set to attend the nursery are invited for a 30 minute play session with their parents, in addition to other organised play sessions, during the term before they are due to start. The parents will be introduced to their child's Key Worker.

5.4 The Key Worker will welcome and look after the child on their first session and throughout the settling in process. The Key Worker and practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

5.5 Areas are made available for parents to meet and interact with practitioners, each other and their children as they enter the nursery setting.

5.6 After the first two weeks parents will be asked to complete a settling in form to ensure that the child has settled into the new environment. This will also give parents further opportunity to highlight or discuss any issue's.

6. Transition into the out of school club and the holiday care provision.

6.1 Parents who have expressed an interest in the out of school club and/ or holiday care provision are invited to bring their child to a series of open days throughout the year. The Head of Children Services will arrange individual visits, subject to appointment.

6.2 Children who are set to attend the out of school club and/ or holiday care provision will be allocated a Key Worker, who will greet them on their first session and support the child through the settling in process. The Key Worker and practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

6.3 New starters will be teamed up with a buddy to make a smooth transition into the setting.

6.4 Areas are made available for parents to meet and interact with practitioners, each other and their children as they enter out of school club and/ or holiday care provision.

6.5 After the first two weeks parents will be asked to complete a settling in form to ensure that the child has settled into the new environment. This will also give parents further opportunity to highlight or discuss any issue's.



7. Parental involvement

7.1 Parents with children who are at the age of transitioning within their education learning and development are given the opportunity to attend an individual meeting with their child's Key Worker to discuss their progress, any concerns and transition arrangements into their new setting.

7.2 Parents of vulnerable children and children with additional needs will be continuously involved in tailoring transition activities to their child's needs.

7.3 Consultation meetings are held termly in order to discuss their child's wellbeing and the possible effects of the change in learning environment.

7.4 Parents will be involved of transition activities via letter and will have the opportunity to withdraw their child from taking part if it is deemed necessary.

8. Health & safety

8.1 All staff members involved in transition activities have a duty of care and a responsibility to ensure the safety and welfare of the children involved.

8.2 The Head of Children Services has a duty of care to all participants of transition activities that take place off-site, including staff, and will therefore ensure that the necessary safety measures are taken where an educational visit forms part of a transition plan.

8.3 If transition activities pose any new risk, a thorough risk assessment will be completed in line with the 6.1-Health & Safety Policy.

8.4 Practitioners, support staff and volunteers will receive the training needed to partake, supervise and lead transition activities.

8.5 Practitioners, support staff and volunteers will receive regular and ongoing training regarding the implementation of transition activities as part of their CPD.

8.6 The Head of Children Services is responsible for ensuring that all staff members and volunteers involved in any form of regulated activity with children have undertaken a valid DBS check.

8.7 Staff members involved in transition activities will ensure that children are supervised at all times by at least two suitably qualified individuals who has undergone the appropriate security and safeguarding checks.



9. Children with additional needs

9.1 Practitioners recognise that transition can be a particularly anxious time for those with additional needs in terms of speech, language and communication development and/ or physical, health and general development.

9.2 The SENCO will hold termly meetings with the practitioners as well as parents of children with SEND to discuss transition and to facilitate liaison with other professionals.

9.3 Reasonable adjustments for transition plans, as well as medical requirements, will be discussed at transition meetings.

9.4 EHC plans will be transferred on to the next phase alongside the child's records, as outlined in section 10.

9.5 Extra opportunities for children with SEND to visit their next setting may be organised as part of their tailored transition plan.

10. Transferring information

10.1 Practitioners will forward children's records on to the relevant member of staff responsible for their next learning stage in good time prior to the children beginning the next stage of their education.

10.2 Where possible, practitioners will deliver children's records by hand in the interest of networking and establishing good communication links.

10.3 If practitioners are unable to deliver records in person, they should telephone the receiving practitioner before sending the records and include a contact name and number.

10.4 practitioners may request feedback about children's records in order to help them develop their record-keeping practices.

10.5 If a practitioner does not receive children's records, they should request them.

10.6 Information will always be delivered securely, in accordance with the organisation's 14.1-Data Protection Policy and 14.2-Records Management Policy.

11. Monitoring and review

11.1 The CEO will review this policy on an annual basis, considering feedback from practitioners on the effectiveness of the identified support for transition and in light of changes to the law or statutory guidance, and will make any changes necessary.

11.2 The next schedule review date is September 2023.