



Transition Policy

Baildon Village Pre-School recognises that the well-being and learning of children can be enhanced given a positive experience of transition. We are committed to supporting children and their families at times of transition, having high regard to meeting their social and emotional needs. This ethos is reflected in our procedures and practices.

Aims

- To promote the continuity of care and education for all children in our setting.
- To help staff understand and prepare to meet the needs of all children in our setting.
- To prepare children for a positive experience of transition.
- To personalise support for individual children, particularly those who are vulnerable and have additional needs.
- To ensure that assessment records of children are used effectively at times of transition.
- To enable parent/carers to be fully informed and involved in the transition process.

Methodology

Children Joining Our Setting

Visits before starting – Parents are encouraged to make as many visits as they wish.
Open Door Policy – Parents do not have to book appointments, they are welcome anytime.

The number of children admitted to each session allows for each child's key person to be there to warmly greet the child (using their name) and parents/carers. The key person should then spend some time supporting the child and reassuring the parents/carers and organising the settling in process. Other staff should be introduced to the child and the parents/carers.

During the first few weeks of the autumn term there are extra staff to comfort those who need it.

All children should be greeted warmly each day. Arrival and departure are times when information can be shared between home and setting.

The pre-school staff are very experienced at settling children. They have a number of strategies and treat each child individually adapting to their particular needs.

We support the parent too, reassuring them and if necessary we ring them during the morning to let them know how their child is getting on.



We want to be honest
if a child is upset we advise them
that the crying will pass and the crying

with parents. If their child
is of this, reassuring them it
will be less and stop.

We find out as much as we can about the child before they start, especially about their likes and dislikes. We do this on our registration forms but also by chatting to parents. We also have 'About Me' books that the parents fill in. We have a routine which we stick to so that the children become familiar with what comes next.

Shared Children

We gain agreement from parents when children join our setting to share information with other settings and to pass on information to school where appropriate. For a 'shared child' we exchange information on a daily basis through the appropriate person and once per term we share the summative assessment records for that child.

Children Moving on To School

We have excellent links with local schools.

We have a picture book in our setting with photographs of the reception teachers and classrooms, play areas etc of the local schools so that children can see what to expect. Children can take their own photographs to add to these books.

We have dressing up in our role play area which includes book bags and uniforms from the local schools so that children can become familiar with what they will wear. We attend transition meetings which are also attended by representatives from schools and all the local childcare settings too, we hold these twice a year.

We talk to the children about the move and include things they may be excited about, and talk over any concerns they have.

The nursery class teachers come and visit the children in our setting.

All these visits allow us to chat to the teachers informally about the children; they find these visits and the information extremely useful.

The leader makes an appointment with school to deliver the children's profiles, so that she can go through them rather than posting them or dropping them off.

The reception teachers also have our contact details and use them if they need further information.

Our aim is to ensure that in transition to school, children will;



Understand what us
Have some experience of
the people within it.
Feel safe, secure and
Know that staff at school will listen to them and respect what they say.
Understand what is expected of them (learning, behaviour) in school.
Know what they should and should not bring in to school.
Enjoy the experience of moving to the 'big school'.
Feel that they have a measure of control over the process.
Be seen as an individual, with staff getting to know them as quickly as possible.

coming ahead of time.
the new environment and
valued in their new school.

We recognise that problems arise with transition and our aim is to reduce these to a minimum as far as is possible by recognising the issues, such as;

Children may be unsettled or be upset.
Children may miss our staff team initially.
Different ratios may mean a reduction in individual attention.
Behaviour issues may surface, particularly in those children who are confused by the change.
Progress in learning and development may slow down while children adapt.

Implementation of the policy should ensure;

Attention is given to the needs of every child at the point of transition.
Equal opportunities for all children.
Effective management of transition.
Co-operation between the personnel within different settings.
Staff development regarding transition.
Close working with children, parents and families.
Effective use of documentation.