

Transitions Policy

Statement of Intent

- We believe that all our children and their families deserve support at points of transition.
- We recognise that periods of transition include major changes such as first entry to Bishy Barnabees Day Nursery, move to a new setting or school or change of rooms within Bishy Barnabees Day Nursery. We also know that children need support to change rooms or key person and also with day to day transitions such as being welcomed into Bishy Barnabees Day Nursery each morning and helped to share their experiences with parents when it is time to go home.
- We know that we have a statutory duty within the EYFS to provide each child with a key person who should help them to become familiar with Bishy Barnabees and to feel confident and safe within it, developing a genuine bond with the child and family and offering a settled, close relationship.
- We also have a statutory responsibility to share relevant information about a child with parents and other settings that they may attend.
- We recognize that more vulnerable children and families may need additional support at points of transition.

Procedures

We have a person who has responsibility for coordinating our transition policy. That person is: *Julie Beasley*

Our transition policy is closely linked to our Key Person Policy and our Settling-in Policy.

At point of entry to Bishy Barnabees Day Nursery:

- We have a written welcome procedure, which includes the collection of essential information through registration forms as well as information from the parent about the child's needs, likes and development.
- We require parents to visit with their child as part of the settling in process. Please see our Settling-in Policy.
- Our Brochure is designed to be an effective welcome document. It aims to answer parent's frequently asked questions, is easy to read and can be translated for EAL families.
- We invite parents, carers and children to meet with their key person at nursery before their child starts attending.
- We have an 'This is Who I Am' sheet which parents are encouraged to complete giving us a range of information about their child's development, needs, routines, likes and dislikes.
- We display information for parent about what happens at Bishy Barnabees. These include labelled photographs of children at play.
- We invite parents to supply photographs of their child and family to display at Nursery, or to add to their Learning Stories. This helps the

child to keep; home in mind and show families that we value them. We are happy for children to bring a favourite toy, comfort item or other transitional object with them from home. Parents and children have the opportunity to spend time getting to know their key person. All families are offered Play Sessions (parent/carers stay with child) and Settling-in Sessions (parent/carers leave for agreed periods of time) prior to their child starting at Nursery.

- The environment in Bishy Barnabees Day Nursery reflects the needs and interest of each child.
- The key person is aware of the likely emotional needs of the child.
- The key person has knowledge about the child's home routine and matches this, if possible, with the child's routine at Nursery.
- We collect information at point of entry about any other professionals who are involved with the child and family.
- We ask for parental permission to work with other professionals, including our Children's Centre, before entry to ensure that Bishy Barnabees is ready to meet the child's physical, emotional, social and learning needs.
- We have a procedure for sharing information about a child who attends more than one setting. We give parents information about why this is important and the child's key person has responsibility for liaison with the other setting/carer.
- The key person is usually responsible for telling the parent or carer about events in the day that have been important for the child.
- We use observation and assessment to plan for each child's learning and development. All those involved with the child share this information
- Learning Stories show a child's interests, learning, development and progress through written observations and photographs.
- We make our Learning Stories easily available for parents to look through or to borrow by storing them in their child's named drawer. Babies do not have named drawers but their Learning Story is always available for parents to look through.
- We encourage parents and children to look at and to add information to their Learning Story.
- We make photograph diaries of activities and events to show parents what happens at Bishy Barnabees.
- We use 'Look What I've Been Doing Today' sheets and 'Follow Me on My Journey' books to help us to communicate day to day events with parents.
- We hold termly Parent Consultation Weeks where parents/carers are encouraged to meet with their child's key person to discuss their development and enhance learning opportunities at home.
- We promote communication with families by using a variety of methods, for example, The Bishy Barnabees Bulletin (monthly newsletter), Parent Consultation Weeks, Parents notice boards and informal conversations.
- We work with parents as equal partners with, for example, Support Plans. We ask for permission before sharing information with other professionals.

At Transition into a new room within Bisby Barnabees Day Nursery:

- We discuss with parents the possible change of rooms and what it entails, giving them a timescale of when the changes will take place.
- We encourage the parents to visit the new room with their child's key person or familiar member of staff, introducing new room staff to parent/s at this point and showing parent/child the new room.
- Child's key person organises settling sessions in the new room at appropriate times that suits the room, which usually takes place over several weeks at varying times. Child's key person oversees this transition themselves so that the children are comfortable with the forthcoming change of rooms and/or change of key person.

At Transition to a new setting, or transition into school:

- We talk to parents and children about the application for a place in the setting/school. 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 at Bisby Barnabees prior to the move.
- We ask parents to tell us about the school place that has been given to their child. We invite school staff to visit their 'new' children at Bisby Barnabees and we talk to key practitioners about individual children's needs. We complete a Record at Transfer from Pre-school to School for each child in the term prior to school entry. This is completed with the child's parents and sent to school before the end of the term in which the child starts school.
- We work with our local schools to make simple books about school for our book area.
- We help our children to explore positive ideas about school by introducing 'school'; role-play materials during the summer term.

We offer the following additional support for more vulnerable children and families:

- We ask for parental permission to contact other professionals before entry to ensure that we are ready to meet the child's physical, emotional, social and learning needs.
- We collect information at point of entry from any other professionals who are involved with the child and family.
- We welcome professionals who support individual children to work in our setting where appropriate.
- We make referrals to our Children's Centre where appropriate and signpost families to services provided.
- We work with parents as equal partners with, for example, Support Plan.

- We offer families the opportunity to attend a transition meeting at points of entry., as required (Home to pre-school, pre-school to school). There may be occasions where the Children's Centre takes the lead on transition meetings for a child. At these times we work closely with these colleagues.
- We make an application for additional funding if we believe a child has a sufficient level of identified need.
- We will contact and work with an appropriate Outreach Key Person for vulnerable groups, including, English as an Additional Language (EAL), Portage, Gypsy, Roma, and Traveller (GRT). This includes family support form Children's Centres prior and during entry to Bishy Barnabees or on transfer to school.
- We have a flexible approach with those children who are highly mobile, for example, GRT, Forces and Migrant Families.
- Looked After Children in Bishy Barnabees Have a Personal Education Plan (PEP).
- Any child at Bishy Barnabees with complex medical needs will have a Care Plan, which is shared with all those who have contact with the child.
- We assess and modify our environment to ensure that it meets the needs of the child.

This policy was adopted in June 2011 and updated July 2015. To read read in conjunction with Observation, Assessment and Planning Policy, Looked After Children policy, Settling in Policy, Data Storage & Retention policy, Keyperson policy and English as an Additional Language policy.

Reviewed March 2017