

## **Transition & Continuity Policy.**

‘Transitions should be seen as a process not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings’

Practitioner Guidance for the EYFS

*Children learn best when they are safe, happy and secure. As caring professionals it is important that the child’s time with us is happy, enriching, stimulating and secure. As a child grows they will move to different rooms within the nursery in order that they can access a more appropriate curriculum which suits their stage of development. As a child’s time within the nursery is coming to an end (i.e. moving to another setting or school) links between the new setting, parents and us will be made and partnership a priority in order for a smooth transition. We feel it is very important at this time that parents and children are listened to and supported through the transition process, as we acknowledge this could be an anxious time.*

*EYFS Statutory Framework pg.16*

### **Our policy for Transitions and Continuity.**

#### **We believe:**

That we always Consider the Unique Child especially at times of transition. The key person is in a position to provide a single point of information during the transition process for the child, parent and key person, when the child is moving to another setting or school. We will ensure we keep parents and children informed and ensure that we will always have the child’s best interests at heart. We believe that there has to be Good Communication and Partnership Working especially if the child is moving on to a new setting. When the transition time arrives, the key person will meet with the parents or carers to share the settling procedures of the nursery and to plan the transition process, involving the parents / carers and child at all times.

### **Our procedures for Transition are:**

#### **We support this by:**

#### **Transition to school**

Starting school or a new setting is a big step for all children and families. Children should look forward to the new experience with a sense of excitement, confidence and anticipation. Therefore we will endeavour to make the transition a positive experience by working together with the child, the parents/carers, teachers and the Key person. We will aim to:

- Discuss with the child the differences they may find between Pre School and school by adopting some aspects of school life into our planning e.g. reading books about school, school uniform role play etc.

- Ensure the child is fully involved in the decision making process, i.e. 'would they like to visit' rather than 'we will be visiting on ....day', asking how they feel and what worries them, and discussing any issues
- Visit the school setting with the parent and child if requested.
- Ensure that the child's development profile is passed on and discussed so that teaching staff have a good understanding of the child and their development – at the same time asking the children what information they would like to go to the school or the new setting.
- As good practice we would like to invite staff from the new setting to visit the nursery so they can observe the child within a familiar environment.
- The key person will make an appointment to go to the school or setting to discuss the child's learning journey and progress report.
- Develop and maintain good relationships with the school in order that the children may re-visit the nursery to see their friends if necessary.
- Follow LA transition guidelines and complete all the relevant paperwork