

Transition policy

Statement of intent

The key to smooth transitions for children is effective communication between child, parents and staff and the creation of a positive and supportive environment for both the parent and the child. We view transition as an on-going process and not a one off activity.

Aim

We aim to ensure that all children have a smooth and seamless transition into our pre-school and school.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.3 Keeping Safe 1.4 Health and well-being	2.1 Respecting Each Other 2.2 Parents as partners 2.3 Supporting Learning 2.4 Key Person	3.1 Observation, Assessment and Planning 3.2 Supporting Every Child 3.4 The Wider Context	4.4 Areas of Learning and Development

Methods

Starting pre-school

- Prior to starting pre-school parents are invited to bring their children into pre-school for introductory visits, the number of these visits depends on when the parents and children are ready to start pre-school. The supervisor will meet with parents during these visits to discuss needs and any concerns parents may have.
- On registering for pre-school parents receive a parent/carer welcome pack which includes information on settling children into pre-school life and how the pre-school runs.
- Parents/carers are welcome to remain within the pre-school building as their child settles into pre-school.

- Staff actively encourage the sharing of information with parents on a daily basis.
- In the event of a child leaving Haylands Puddleducks Pre-school staff make available any appropriate pre-school information to parents and/or staff of the new setting. The child's key person tries to visit the new setting but if this is unable to take place then a telephone conversation is used instead.
- The information transferred would be hard copies of child's learning journal or a transfer of data from 'Tapestry' (online learning journal) and EDP's if appropriate.
- This information sharing is in line with Information Sharing Guidance for practitioners and managers (2008), out of politeness we will ask for parent's permission beforehand.

As children get ready to start primary school they need to talk about any fears and anxieties they might have. Adults play a vital role in listening sensitively and helping to prepare them for this exciting and positive change.

Pre-school to Primary School

- Ad hoc trips to Haylands Primary School and its environment are made by small groups of Puddleducks children throughout the year.
- The pre-school uses the school facilities on a regular basis for example the school hall.
- The Pre-school joins in with special events taking part within the school and pre-school/reception activities are organised jointly every term.
- School role play activities are actively encouraged during the summer term.
- We endeavour to find out about any events in the child's new school and pass information onto parents so that their child can be included.
- We will be flexible with children's attendance times and days to enable them to attend settling in sessions at their school.
- Invitations are sent to prospective reception teachers from cluster schools, they can visit Haylands Puddleducks Pre-school in the spring or summer terms. Opportunities are given to observe and meet

prospective pupils. Opportunities are also given to discuss pupils with pre-school staff.

- 'Tapestry' data or hard copies of prospective children are transferred/ sent out to local schools in June. Pre-school staff will discuss particular issues with cluster school staff - if required.
- In July staff meet with reception teachers to discuss journals, Possible lines of development and letters and sounds sheets.

Manager of Pre-school Signed..... <i>R. Smith</i>
Date..... <i>16. 12. 15</i>
Governing Body Signed..... <i>[Signature]</i>
Date..... <i>16th DECEMBER 2015</i>
Next Review Date October 2016