

Transition Policy

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's wellbeing and their role as active partners with the setting.

All of a young child's first carers - parents, early care providers, and teachers - must promote continuity, before, during and after transition. Effective practices that link the key people greatly influence and enhance a child's learning potential and create high quality learning environments with developmentally appropriate curriculum. "Children's social, emotional and educational needs are central to any transition between one setting and another" - Enabling Environments, The Wider Context.

Aim

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Methods

Between Settings

The child is assigned a key person who keeps a profile of the child's time with us.

Information is shared between settings and parents verbally and/or via a communication book or other method.

The child is familiar with people, places and routines.

The process and child's best interests are reviewed regularly with all parties involved.

All children will be treated as individuals to ensure equality of opportunity. The child will be listened to in this process through words, behaviours and other forms of expression.

Moving onto another setting

Following successful introduction to the setting we want the child's next transition to another pre-school or reception class to be as successful.

- Team Leaders have half termly transition meetings with Ramsey's Foundation Stage Teachers to ensure Children are prepared for the transition.
- We actively pursue links with other settings, inviting teachers/support staff to visit the children at the setting in the period leading up to the transition.
- We meet with Foundation Stage Teachers for a professional discussion on the children in our care.
- All children take part in Phase One Letters and Sounds as children moving onto Ramsey start with Phase Two.
- The children are familiar with Ramsey reception area as regular visits to Ramsey are timetabled throughout the year.
- Before any approaches are made to external bodies, the support and consent of the parents is sought.
- During the final half term at the setting, activities are organised to reflect the transition process, and children are given the opportunity to express and concerns and fears they have. These are discussed within the activities and shared sensitivity with parents.
- The setting will provide a copy of each child's developmental record to the child's next setting, the remainder of the profile is given to the child's parents.

See also:

Admissions Policy
Behaviour Management Policy
Confidentiality Policy
Equality and Diversity Policy
Parental Involvement Policy
Special Educational Needs (SEN) Policy