

Transition Policy

Getting transition right is vital for every child and is not a single event that merely ‘happens’. Transition should be viewed as a process rather than an event that involves children, practitioners and parents together. Transition has been described as an ongoing journey rather than a destination. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new area. As a staff team we have developed a procedure to ensure a smooth, happy and positive transition. The keyperson will work closely with the child, parents/carers and the new area/ school to ensure the holistic needs of the child are met throughout the transition process. Every child is unique and the process may be adapted or amended to meet individual needs, for example a child with special educational needs and disabilities (SEND) may require additional visits or support through the transition process.

Transition within the Centre

The ‘**Transition Process**’ is a guideline to be followed when a child transitions through the Centre. The process for children moving from Dragonflies and Grasshoppers to Millipedes will be slightly different as children who demonstrate confidence within their peer group are moving to a more familiar space with familiar adults. Visits will be arranged to meet individual needs.

Transition to school

Children transitioning to school will be supported through the process by:

- Writing to your child's allocated school and inviting your child's teacher to visit them in the setting.
- Developing a Transition Booklet for parent and child.
- Planning activities and experiences that will support your child in the transition to school. For example organising a Leavers Production, Leavers Trip, school uniform role play etc.
- Completing a Summative Report to send to school.

Transition is a natural part of growing up and a child who faces transition with love and support will view change in a positive light. This helps to prepare the child for future change and gives them positive experience to reflect on.

This Policy was adopted on	18 th May 2017
Signed on behalf of the Centre	Fiona Hakin
Date for review	18th May 2018

Transition Procedure

The systems Manager will provide names of movers, leavers and starters regularly updating teams, the reception and the EYFS coordinator.

Transition Letter

- Parents will be given a transition letter and a transition leaflet in advance of their child's moving date.
- The keyperson in the child's present area is responsible for filling in the details on the transition letter and setting up settling visits with a 'familiar adult' who will act as the first point of contact for the child and their parents in the new area. This person will be responsible for receiving and storing information about the new child and cascading it to the team ensuring the induction into the room is carried out, supporting settling in visits for the child and feeding back, carrying out settling in observations of the child and ensuring a smooth transition process for the child and family.
- The current Area Supervisor is responsible for checking the information provided for parents and signs the transition letter before it is handed to the parent.
- The key person will accompany the parents to the new area when they pass them the transition letter. The key person will introduce the parents to the new team and book their induction. The date will be recorded on the transition letter.

This should provide reassurance as transition can be challenging for parents as well as the child. It also gives you an opportunity to give parents more details about the new room and the provision available.

Settling in visits

The settling in process starts from the moment the key person is passed the moving date for their key child and lasts for a month until the actual moving date of the child. After informing parents and booking their area induction, the key person is responsible for arranging peer group settling in sessions.

The supported peer settling in sessions should take place over the first 2 weeks of the transition period, where the child is visiting the new area accompanied by their peers, who are also due to be transitioning. These should take place either in the morning between 10 -11 am or in the afternoon between 1.45 – 2.45 pm. This will ensure the best possible outcomes for children visiting who will be able to access a wide variety of age appropriate activities that have been carefully selected by staff in the new area.

There are 3 individual settling in sessions for each child:

These must be booked in line with a child's attendance pattern	1st settling in session	2nd settling in session	Final session
Time	1 hour	10am - 1pm or 1pm-4pm	full session (this may be a full day or half a day depending on the child's attendance pattern)
Key person	Accompanied by the key person	key person stays to settle child, then leaves child to bond with familiar adult and peers	key person stays to settle child in, then leaves to allow child to bond with familiar adult
Aim of the visit	Key person to discuss transition form with the 'familiar adult' Highlighting, vital information- e.g. Medical and dietary info, SEND etc. Encourage child to explore the area alongside KP & FA	Child begins to form relationships with staff and peers in the new area Review child's individual needs and wellbeing and arrange further sessions if necessary to ensure smooth transition for the child	Child to further bond with others and experience important aspects of the routine Parent to collect child from the new area This session is arranged on the last day the child attends before their moving date

When arranging the settling in visits ensure the needs of the individual child are met and allow time for any further visits if necessary.

The key person is to ensure that the child's transition form is filled in ready to be discussed with the 'familiar adult' on the first settling in session to ensure communication flow about child's requirements, interests, etc.

Also ensure that the bottle tags, comforters and other belongings the child may need are taken to the new area for the settling in sessions and are brought back afterwards
Before child moves up fully ensure you hand over all paperwork to the 'familiar adult' e.g. medical forms, tracking, All About Me book/ risk assessments, etc.

Key Person's Transition Checklist	
Paperwork/Tasks to be carried out	Done
Date given for move by Systems Manager and Familiar Adult chosen	
Transition Letter prepared and signed by Area Supervisor	
Transition Letter and Transition Leaflet given to Parents	
Parents introduced to the new area	
Parent Area Induction Booked	
Supported peer group settling in visits carried out over a 2 week period (10-11am/1.45-2.45pm)	
Individual settling in sessions booked with familiar adult according to child's attendance pattern	
1 st settling in session carried out and transition form with vital Information handed over to familiar adult	
Familiar adult to carry out the 1st settling in observation on Capture and provide feedback for the key person and the parents	
2 nd settling in session carried out with familiar adult completing the 2nd settling in observation on Capture to feedback to the key person and the parents	
Review child's individual needs and arrange for further visits if necessary	
Final settling in session carried out with familiar adult completing the 3rd and final settling in observation on Capture to feedback to the key person and the parents	
Medical form handed to familiar adult	
Tracking handed to familiar adult	
All about me booklet handed to familiar adult	
Child information edited on Capture	
Child officially moves up and key person is appointed	
Complete a full Baseline observation on Capture for the child within the first month of attending your area.	