

Denby Dale Nursery School

Transition Policy

Introduction.

Periods of transition can occur many times in a child's life. Periods of transition can be very stressful for both children and their parents. At Denby Dale Nursery School we aim to ensure that these periods of uncertainty and change are managed successfully keeping the child at the centre of everything we do.

For the purpose of this policy, **transition** is **defined** as the act of a child either:

- Moving from Home (or other provider) to Denby Dale Nursery School.
- Moving from the two's to the three's room
- Moving from Denby Dale Nursery School into a primary or first school.

Children's social, emotional and educational needs are central to any transition between one setting and another'

EYFS Enabling Environments, the Wider Context.

Aims

We aim to:

- Manage carefully the transition between home and setting and between different settings, to support everyone involved.
- Create feelings of trust and respect with children and their parents and carers.
- Ensure all children and their parents feel welcome.
- To create a two way flow of information, knowledge and expertise and to inform parents of the value of this approach.
- To treat each child as individuals to ensure that each child has equality of opportunity.
- To recognise that feeling confident and secure and being successful are major factors in protecting children against failure.
- To find out about the child's ethnic, faith and cultural heritage and home experiences, so that familiar experiences and interests can be used as starting points for learning and teaching.
- Promote self-confidence and positive attitudes to learning in all children whatever their gender, ethnicity, home language, special educational needs, disability or ability.
- We aim to promote the continuity of teaching and learning for the child.
- To establish and maintain good relationships with children, parents and carers, and with other settings.

Nursery Procedures for transitions.

Prior to Entry

- An information pack is given to each parent (Including admission forms, the parents' handbook and data handling forms etc)

- New children are invited to attend a Nursery session with their parents. Within this session, new children will have the opportunity to explore the setting and join in with the activities with parental supervision.
- Parents/carers and children attend an individual meeting with their child's key worker, in private, in which the child's interests, needs and any concerns can be raised.
- Parents/carers of children accessing 3 year old funded sessions will be offered a general information meeting within the Nursery open session.

On Entry

- Children undergo a staggered induction to allow each child to spend some time with their key worker developing routines etc.
- Parents are encouraged to contribute to the child's profile by providing information about the child's learning to date using ready prepared information sheets.
- Each child will have a drawer, a peg and a pocket containing their registration card. These will be clearly labelled with their name and picture.
- Parents/Carers meet their child's key worker again within the first term to discuss how the child is settling in and to view their child's record of achievement.

Every effort is made to follow the procedures above. However it is recognised that at times a child may have to start nursery very quickly due to the needs of the family. Nursery staff work with parents and carers to support the child. Parents and carers are then asked to attend any relevant meetings as soon as possible.

Transition between the 2's and over 3's Room.

- Children will usually move from the 2's area to the over 3's area at the beginning of the half term after their 3rd birthday. However, this transition is done in consultation with parents/carers and will be based on each child's individual level of independence and ability to manage toileting routines.
- Children will visit the over 3's Nursery area with their current key worker on a minimum of two occasions. This will give the child an opportunity to meet their new key person and familiarise themselves with their new surroundings. However this will depend on each child's individual needs. If it is felt that more visits are necessary to support the child's wellbeing then this will be arranged.
- Parents/carers and children will be invited to attend an individual meeting with their child's new key person. The child's previous key person will also attend the meeting to share relevant information. The meeting will offer an opportunity to discuss the child's interests, needs and any concerns can be raised.
- Parents/carers of children accessing 3 year old funded sessions will be offered a general information meeting the term before their funding begins.

Transfer from nursery into Reception.

- Parents/carers have a final meeting with their child's key worker.
- Children's profiles and records of experience are delivered to their next school.
- The reception teachers in local primary schools are invited to come to school to meet their new children.
- Kirklees Transfer forms are completed for each child by their key person. These are then passed onto the relevant external schools.

Additional needs

- For children with statements, multi-agency meetings, are held at transition and a programme of visits to their new school is arranged.
- Individual Education Plans (IEPs) are discussed with a child's next teacher and forwarded to the next school as confidential information.
- Other relevant information e.g. social care issues, other special educational needs, looked after child etc (all compliant with Data Protection Act) will be shared on a 'need to know' basis. Special care will be made to ensure that information relating to safeguarding will be passed onto the designated person in the new setting. Local Authority CAF Coordinators will be informed of transitions relating to children who have a Common Assessment Framework (CAF)

Equal Opportunities

We recognise that for some children transition may be a stressful period of time that can affect their progress. Hence we will ensure to identify those requiring special attention/support, whatever their race/colour/gender/beliefs/ or additional needs, at an early stage and the receiving teacher made aware of this.