



SOMERVILLE FEDERATION

# Transition Policy

Headteacher.....

Date.....

Chair of Governors.....

Date..... Review Date.....

Transition Policy

***Providers must plan and organize their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs - EYFS legal requirements***

### **Aim of the policy**

The purpose of successful transition is to enable the child and families, entering, moving within and leaving the setting to feel secure and comfortable with a level of familiarity.

Staff will have an awareness and understanding of the needs of the child on entry to ensure continuity and well being of the child and parents and to avoid unnecessary anxieties.

### **Procedures**

- Each child and family is treated as individuals.
- Prior to children starting in Somerville Nursery School necessary information will be shared in partnership with parents and other professionals in line with appropriate confidentiality protocols.
- Timescales for transition and settling in are flexible to meet the needs of the individual child.
- Children will be supported equally according to their needs.
- Each child's transition is seen as a 'process' and not an 'event' and each child and family are treated as individuals.

### **Arrangements**

Parents are given relevant information at their initial enquiry, including access to policies and procedures and are given the opportunity to complete the 'All About Me' booklet prior to admission.

Visits to Somerville Nursery School are encouraged, and visits in frequency and length are tailored to meet the needs of the child. Before each child starts, they will have a 'Settling-In' session with their parent/carer to get to know the key person and discuss routines, likes and dislikes and to enable the child to feel secure in a new setting. (See Welcome and Settling in policy). Parents will be asked to give registration details and sign consent forms.

Children will be allocated a key person with overall responsibility for individual children. Time will be made for discussion between Parents, Key Persons, Head Teacher/Special Educational Needs Coordinator (SENCO) as necessary to discuss individual needs.

For children arriving or leaving Somerville Nursery School with additional needs, a transition meeting will be held with parents and relevant professionals to ensure that staff are aware of the child's needs and how they can be best catered for.

**On transfer to school, time will be arranged for the new teacher to visit and meet the children in the setting. Where possible staff will visit local receiving primary schools with the children. We recommend that if children are going to attend a breakfast or after school club at their new school, then arrangements are made for the children to visit, as this is sometimes a time when the children will mix with older, mixed age group children.**

**For children moving within rooms in the setting the children will have opportunities to visit their new rooms with their key person, to get to know new environments and staff. Arrangements will also be made for staff to visit children in their existing rooms, to allow children to get to know their new key person in the security of a familiar room.**

**For those parents joining our setting for whom English is additional language, or who may need additional communication support, we will arrange meetings with a suitable support worker or translator present.**