9. Childcare Practice Procedures

9.11 Transitions

Moving on to school (or another setting) is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and are able to approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

School readiness becomes a big focus towards the end of a child's journey with us. We provide resources and activities to support their transition and promote the next stage in their learning journey positively.

Partnership with schools/other settings

- Details of the school/setting that a child will be attending are recorded once confirmed by the parents.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools in order to open lines of communication where these have not previously existed.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents and with the key person, to discuss and share information that will support the child's transition to school.
- The key person will prepare a summary of achievements in five of the seven areas of learning and development and record these on a Transition Form template recommended by Herts for Learning (HfL)
- A HfL Level of Need document is completed for each child which indicates any possible 'barriers to learning' the feeder school need to know about. These documents are password protected and sent electronically to the feeder schools
- Any support plan's relating to a child's additional needs are also shared, where this is in place.
- Other formal documentation, such as safeguarding information, is prepared in line with our Transfer of Records policy

Partnership with parents

- Key persons discuss School readiness with parents and will share guidance on how to help and the expectations of children when starting school
- Key persons will discuss with parents how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

Increasing familiarity for children

- We will support the attendance of transition days/sessions by supervising the children transferring to Pirton Primary School to their session if they are in Pre School on the transition dates
- We use resources provided by the schools, information booklets and websites to support children in becoming familiar with their new school

Transitioning into Pirton Pre School

- As noted in our Settling-In policy, we recognise that joining Pre School can be daunting and overwhelming. If individual children are struggling to transition, their key person will make every attempt to be available to greet the child and/or make adaptations to help ease the process i.e. child can be dropped off a little earlier/later.

Transitioning from other settings

- Key persons will make contact with previous settings in order to find out more about the child and their development, ideally speaking to the child's previous key person.
- We will request copies of any reports and/or assessments undertaken.