



Transition Policy

Table of Contents

Transition Policy	1
Vertical Transition support procedures.....	2
Horizontal Transition support procedures.....	4



‘Going to a setting for the first time, moving to another one, starting school or moving into a new class are seen by many people as a normal part of the lives of children. Yet transitions are milestone events for children and have a definite effect on their development. 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’ (Early Years Matters, 2012)

At Rocket Productions we believe that ‘children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person’ (DCSF). Hence, a way to ensure a smooth transition is getting the key person and parents to work together. As the EYFS states, the key person approach allows teachers to form close attachments of emotional significance with children as well as being able to work closely with their parents, carers and other professionals.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage (EYFS) and it states that the key person must:

- Help ensure that every child’s learning and care is tailored to meet his/her individual needs
- Seek to engage and support parents and/or carers in guiding their child’s development at home
- Help families to engage with more specialist support, if appropriate
- When a child begins to attend a setting, the provider must inform the parent/carer of the key person's name and explain what the role involves.

The key person is responsible for the induction of the family and for settling the child into the class and the Pre-Prep. The key person will have access to the “All about me” form which is filled in by parents prior starting at our Pre-Preps and contains information such as the child’s needs, likes, interests, key words in their home language to help teachers to create a welcoming and familiar environment where children can feel secure, medical information, etc. The key person is also responsible to observe, plan and assess the child’s progress as well as ensuring they can access the curriculum and join in the class routine. Teachers get to know children really well and so they are able to support children during transitions such as moving to other areas of the building, lessons with extracurricular teachers or changes during the day. All teachers understand that transitions need to be managed sensitively and effectively. When a child leaves the home environment for the first time it can be an anxious and emotional time for the whole family. For more see ‘Key person and Settling in Policy’

We also host end of year Transition meetings with parents to ensure everyone has all the necessary information and support to ensure children transition successfully to the next year within the Pre-Prep or to ‘big school’. Information is also shared effectively and confidentially to the next child’s teacher/key person.

Vertical Transition support procedures

Vertical transitions are defined as key changes from one state or status to another, often associated with ‘upward’ shifts (i.e. from nursery to Reception).



Our Pre-Preps understand that effective communication and confidential information sharing between teachers, children and parents/carers on each side of the transition is key to ensure a positive and smooth transition. The key person will ensure that all relevant information (i.e. SeeSaw, professional knowledge about the child, information about their Individual needs, Monitoring and Support plans, EHC Plans, Health Plans, medical information, etc) is safely transferred with the child to the new classroom or setting. At the end of the academic year (or prior the child leaving), teachers will create a Transition Passport (report) which they can share with their next school. For children with additional needs, the LA RBKC asks Early Years settings to fill in a Transition questionnaire to be shared and discussed with the SENDco of the next schools (with parental permission).

Overall, teachers will aim to:

- Read through the child's questionnaire (permission to be obtained by Head teacher to ensure information is kept confidential and effectively shared only with those involved with the child) prior the start of the new academic year. This document is completed by the parents prior the child starting in our setting and it contains information ("all about me") such as their child's needs, interests, likes and dislikes, medical issues, dietary requirements, etc.
- Acknowledge and take account of individual skills, needs and prior learning by making effective use the information they receive from the key person.
- Talk and listen to the children about their expectations of nursery and school (i.e. read stories about transition, encourage them to ask questions about change during circle time, explaining new routines, showing them photos of their new schools and uniforms, making an "all about me" booklet that they can take to their new setting, etc).
- Ensure that children meet all the staff who will be involved with them.
- Plan a settling-in period (i.e. first week of the academic year) to allow children to develop confidence in their new environment as well as providing them with opportunities to get to know each other, discuss new routine, choose classroom rules, etc.
- If moving to another classroom, allocate time for the new teacher (key person) to come into the classroom and meet children at the end of the academic year (i.e. teacher to introduce herself, read stories, answer to questions, carry out an activity such as designing the trays or labels they will be using in their new classroom or artwork that can be displayed on the first day of school to develop their sense of ownership, etc).
- Work with parents and other settings
- New parents to be given the contact details (if permission has been given) in early September so they can organise playdates or meet each other as well as their teachers work contact details.
- For children in their last year with us and moving into their Reception Year, teachers will focus on practical life skills, developing their independence and self-care and promoting "school readiness". Parents are given a handout with ideas on how to develop what we believe are important skills to cope with the school environment with the Transition report.

We also aim help families to support children through life transition such as new siblings, moving house, separated families, bereavement, etc. We acknowledge that the way in which the first transitions are handled could have a significant impact on the child's capacity to cope with change in the short and long term. Therefore, all staff will ensure that children are fully supported through these key transitions and will plan for them appropriately with help of other professionals if needed (e.g. Learning Support Coordinator, external professionals, etc.)

Horizontal Transition support procedures

Horizontal transitions are defined as changes that occur on an everyday basis. They refer to the movements children routinely make between various spheres or domains of their lives (i.e. school to afternoon club, parents to child carer, etc.)

By the age of three or when children are not napping and ideally potty trained, children are welcomed to attend our setting on a full-time basis and are able to choose from a range of activities during the afternoon sessions. This means that in some occasions, children may need to move to a different classroom with a different teacher for the afternoon session. Rocket Productions Pre-Preps understand that children need to be able to have a positive transition from the morning to the afternoon/after-school club sessions.

In order to ensure this, teachers will aim to:

- Ensure that children meet all the staff who will be involved with them.
- Ensure that afternoon children feel welcomed and valued. Teachers will promote the children's sense of belonging within the class by having a peg with their name on and a tray for their work as well as displaying their work and photos of them and their families (if parents give us consent to do so).
- Ensure two-way communication between morning and afternoon teachers regarding individual needs, progress, next steps, etc.
- Afternoon teachers will be responsible for contributing to the child's SeeSaw and share information with parents (e.g. pick up time)
- Afternoon teachers will be also expected to support the morning key person in working in partnership with the child's parents, carers and other professionals to support any needs.
- If the child moves classrooms, the key person will take the children to their afternoon classroom by 11:45am and before the rest of their class gets ready for home time. The afternoon teacher will greet and welcome the child and encourage him or her to join in free-play with the rest of the class. Morning teachers will use this time to share any relevant information of the day.