

Reading Early Years Schools Federation (REYS)



Transition Policy

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Transition Policy

Aim: The aim of this policy is to ensure that the needs of the children and their families are at the centre of any transition that happens into, within and out of our nursery settings. Transitions are an inevitable part of all of our lives; ensuring good management of the transitions that will occur whilst children are part of the REYS Federation will help children to feel settled, safe and able to learn.

Transitions that could occur during a child's time at REYS;

- Starting Nursery
- Moving to another room
- Leaving nursery and starting another setting/Primary School.

It is important that we offer children and their families support during all of these transitions. This can be achieved through the following;

Transition Coordinator

If possible within the staffing structure, have a Transition Coordinator who will be responsible for ensuring that all transitions are planned for. The transition coordinator would be the person who families are signposted to if they need any extra support or advice during any of these transitions. They would be the first point of contact for local schools and settings when organising transition visits. In the absence of a transition coordinator, the Head of School will take responsibility.

NEW STARTERS

Registration Process – offer families a time when they can visit the setting, complete paperwork and ask any relevant questions. The child is then put on the waiting list and will be contacted closer to when they would be old enough to start or a place becomes available.

New Parents' Meeting – try to hold a meeting before the children starts nursery where parents/carers can come in, see their child's room, meet their keyperson and meet other families who will be starting when they are. *This isn't possible or relevant in all nurseries.*

Home Visits – these are crucial for building relationships between the child/family and the keyperson/staff. Families would be given a slot when two members of staff (ideally one should be the child's keyperson) will visit them at home. Staff should bring photos of the nursery and some toys from the room for the child to explore. Staff will spend some time with the parents/carers to complete all relevant paperwork and share any procedures. This is a time for the family to share any personal information that would be important for the staff to know.

Settling in process – this process will be quite individual to the child and the nursery; it should take into account the needs of both the child and the family. Staff in the room should ensure good communication with the family so they know we will call them if their child becomes distressed and that it could take a while to build up to the child doing their

full session. At Caversham Nursery, given the young age of the children and the length of the nursery day, children will need to have at least 3 settling in visits.

TRANSITION BETWEEN ROOMS

Children will move through rooms as they get older. Although this is a movement within the setting it is still one that could unsettle children so it needs to be managed well.

Visits to their new room – children should have planned visits to the room that they are moving to; this will allow them to meet the staff and children that they will be with and also will mean that they can become familiar with their new environment.

Parents' Meeting – if necessary, hold a meeting for the parents/carers of children who are moving to a new room; this can be an opportunity for them to meet their child's new keyperson, see their new room and ask any questions that they may have. If a child is moving to the new room on their own then it is appropriate to organise a personal meeting.

Keyperson Meeting – a meeting should be planned between the old and new keypersons to ensure that all necessary information is shared.

TRANSITION TO A NEW NURSERY

This would normally happen if families move out the area so a well organised transition is not always possible. We would however ensure that a Transition Report is completed and any relevant paperwork shared as appropriate with the new nursery, including CPOMS/safeguarding, Tapestry, SEN/D paperwork, etc.

TRANSITION TO PRIMARY SCHOOL

This can be a time of anxiety for both children and their parents/carers; support is required to make this as smooth as possible for all.

Support parents/carers with the application process – for lots of families this may be the first time they have experienced this process; workshops could be planned to support families who may struggle with the process or have no access to the internet at home. The Transition Coordinator, or key person is also around to support families with the process or to give information about how to choose a school. Regular texts/posts on social media will serve as reminders to families about completing their application and can also be used to advertise open days at local schools.

Meeting staff from allocated schools – once children have been allocated their primary school, staff from allocated primary schools can be invited in to meet with groups of children who are all going to their school; they can observe the children in their classrooms and maybe do a small group time to introduce their school.

Transition planning – planning in the rooms should take into account this time of transition and activities can be planned that will allow children to explore the idea of primary school, thinking about things such as school uniform, lunchboxes, a bigger setting, etc.

Transition of paperwork – any transition reports, Blue Folders, Tapestry, SEN/D information or CPOMS/safeguarding information should be sent over to the new school, either electronically or physically.

Linked Policies: Admissions Policy