



TRANSITION POLICY

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BACKGROUND

Transitions are an important part of a child's early years experience. Throughout their time at Holly Trees, children may experience changes to their environment, relationships, routines and circumstances, including moving between nursery rooms, preparing to start school or another early years provision, and experiencing significant changes within their home or family life.

At Holly Trees, we recognise that children experience and respond to change in different ways. A positive transition is therefore not simply about moving a child from one environment to another; it is about ensuring that they feel safe, secure, understood and appropriately supported throughout the process.

Our approach to transition is child-centred, relationship-led and carefully planned. Decisions will take account of each child's age and stage of development, emotional wellbeing, relationships, individual needs and circumstances, alongside the operational requirements of the nursery.

We recognise the important role that familiar educators, parents and carers play in supporting children through periods of change. Effective communication, appropriate information sharing and collaborative planning help to provide continuity for the child and enable transitions to be managed positively and sensitively.

Where this policy relates to a child starting at Holly Trees, returning following a significant absence, or requiring a graduated settling arrangement, the nursery's Settling In Policy will apply.

PURPOSE

The purpose of this policy is to establish a clear and consistent approach to planning, managing and supporting transitions experienced by children during their time at Holly Trees.

This policy aims to:

- ensure transitions are planned around the individual needs, wellbeing and development of each child;
- promote children's emotional security, confidence and sense of belonging during periods of change;
- provide a consistent framework for transitions between nursery rooms;
- establish clear expectations regarding the timing, planning and management of room transitions;
- ensure appropriate information is shared between educators, rooms, parents, carers and other professionals where relevant;
- provide additional planning and support for children with SEND, medical needs or other individual circumstances;

- support children and families when preparing for transition to school or another early years provider;
- recognise and respond appropriately to significant transitions or changes within children's home and family lives; and
- ensure transition arrangements are appropriately overseen by Room Quality Leaders and the Management Team.

SCOPE

This policy applies to all children attending Holly Trees and to all educators, Room Quality Leaders and members of the Management Team involved in planning or supporting transitions.

For the purposes of this policy, transitions may include:

- moving from one nursery room to another;
- changes to a child's Key Educator or other significant relationships within the nursery;
- significant changes to routines or circumstances that may affect a child's experience at nursery;
- significant changes within a child's home or family circumstances;
- transition to school;
- transition to another early years provider; and
- other significant changes where the nursery considers that planned transition support would benefit the child.

Children who are starting Holly Trees for the first time or returning following a significant absence will be supported in accordance with the nursery's Settling In Policy. Where relevant, the principles within both policies may operate alongside one another to provide appropriate support for an individual child.

Our guidelines are as follows:

OUR GUIDELINES

OUR TRANSITION PRINCIPLES

At Holly Trees, transitions will be planned and managed in a way that promotes children's emotional wellbeing, development, security and sense of belonging.

Whilst consistent procedures provide an important framework for planning transitions, we recognise that every child is individual. Transition arrangements will therefore be responsive to the child's needs and circumstances rather than being determined solely by age or a standardised timetable.

When planning or supporting a transition, educators, Room Quality Leaders and the Management Team will consider, where relevant:

- the child's age and stage of development;
- emotional wellbeing, confidence and readiness for change;
- relationships with their Key Educator, other educators and peers;
- communication needs;
- SEND, medical needs or other individual circumstances;
- routines, care requirements and established patterns of support;
- previous experiences of transition or significant change;
- information and observations provided by parents, carers, educators and relevant professionals;
- the suitability and availability of the receiving environment; and
- any other circumstances that may influence the child's experience of transition.

CHILD-CENTRED DECISION-MAKING

Children will not be moved between nursery rooms solely because they have reached a particular birthday or chronological age.

Age ranges associated with nursery rooms provide an important framework for organising the nursery environment and planning children's progression. However, decisions regarding the timing and management of an individual child's transition will also consider their development, emotional readiness, individual needs and the nursery's ability to facilitate the transition safely and effectively.

The Management Team retains overall responsibility for determining room placements and transition dates.

Parents and carers will be appropriately informed and involved in the transition process, and their knowledge of their child will be valued when planning support. However, final decisions regarding room

allocation and the timing of room transitions remain the responsibility of the Management Team, taking account of the child's best interests and the safe and effective operation of the nursery.

CONTINUITY OF CARE, LEARNING AND RELATIONSHIPS

Transitions will be planned to provide as much continuity as reasonably possible.

Relevant information about the child's routines, development, interests, relationships, care requirements, medical needs, SEND and any agreed support strategies will be appropriately shared with educators responsible for supporting the child following the transition.

Where appropriate, familiar educators will support children in becoming comfortable with new environments, relationships and routines.

A child remaining within their existing room beyond the age at which transition would ordinarily be considered will continue to receive experiences, learning opportunities and support appropriate to their individual stage of development and needs.

PLANNED AND GRADUAL TRANSITIONS

Where reasonably practicable, transitions will be anticipated and planned in advance rather than occurring abruptly.

Children will be given appropriate opportunities to become familiar with their new environment, educators, peers and routines before completing a room transition.

The nature, frequency and duration of transition experiences will be determined according to the individual child. Some children may require only limited familiarisation, whilst others may benefit from a more gradual transition and additional support.

Where a child experiences significant difficulty during a transition, arrangements may be reviewed, extended or adapted in consultation with the child's Key Educator, Room Quality Leader, Management Team and parents or carers.

PARTNERSHIP WITH PARENTS AND CARERS

Holly Trees recognises parents and carers as important partners throughout periods of transition.

Parents will be provided with appropriate information about planned transitions and will have opportunities to share information regarding their child's needs, development, routines, relationships or circumstances that may assist the nursery in planning appropriate support.

Where significant concerns arise regarding a child's response to a transition, the nursery will work collaboratively with parents and, where appropriate, relevant professionals to determine whether additional support or adjustments are required.

Parents and carers are encouraged to inform the nursery of significant changes within the child's home or family circumstances which may affect their emotional wellbeing, behaviour or experience at nursery.

TRANSITIONS BETWEEN NURSERY ROOMS

Children will ordinarily progress through Holly Trees' nursery rooms in accordance with the indicative age ranges established for each room.

These age ranges provide a framework for planning children's progression through the nursery. Reaching the indicative age for the next room does not result in an automatic or immediate room move.

Room transitions will be planned in advance to ensure that appropriate consideration can be given to the individual child, the receiving environment, room capacity, staffing arrangements, Key Educator allocation and the number of children who may be transitioning within a similar period.

TIMING OF ROOM TRANSITIONS

As a general rule, once a child reaches the indicative transition age, one full calendar month will be allowed for transition planning before the child ordinarily moves to their next room. The child will therefore ordinarily transition on the first day of the month following that full calendar month.

For example, where a child reaches the relevant age at any point during September, October will be the full calendar month for transition planning and the child would ordinarily transition to their next room from 1st November.

Similarly, where a child reaches the relevant age at any point during October, November will be the full calendar month for transition planning and the child would ordinarily transition from 1 December.

This approach provides a consistent planning period between a child reaching the indicative age and their anticipated transition date. It enables the nursery to coordinate transitions effectively, particularly where several children reach the relevant age within a similar period, and provides sufficient time for appropriate familiarisation, information sharing and preparation within both the current and receiving rooms.

A child's anticipated transition date represents the nursery's standard planning framework and is not an automatic entitlement to move on a particular date.

MANAGEMENT DISCRETION

The Management Team retains discretion to bring forward, delay or otherwise adjust a child's transition date where this is considered appropriate.

A child may transition earlier than the standard timeframe where an appropriate place is available and the Management Team considers that an earlier transition would be suitable for the child and can be appropriately supported.

When considering whether to vary the standard transition timeframe, the Management Team may take account of:

- the child's age and stage of development;
- emotional readiness and confidence;
- relationships with educators and peers;
- the child's individual care, communication or support needs;
- SEND or medical needs;
- the availability and suitability of a place within the receiving room;
- staffing arrangements and room capacity;
- the number and needs of other children transitioning during the same period;
- opportunities to maintain positive peer relationships where appropriate;
- the child's response to familiarisation experiences;
- information provided by parents, carers, educators or relevant professionals; and
- any other circumstances relevant to supporting a positive and appropriately managed transition.

Decisions to vary the standard timeframe will be made on an individual basis and must not compromise the safety, wellbeing or appropriate care of the child or other children within the nursery.

DELAYED TRANSITIONS

There may be circumstances where a child remains within their existing room beyond their anticipated transition date.

This may occur where:

- appropriate space is not yet available within the receiving room;
- staffing or operational arrangements temporarily prevent the transition from being safely and effectively facilitated;
- several children are due to transition within a similar period and transitions need to be appropriately phased;

- additional planning is required to support the child's individual, medical or SEND needs;
- the child is experiencing significant circumstances or changes which make a short delay appropriate; or
- the Management Team considers that a temporary delay is otherwise in the child's best interests.

Where a transition is delayed, this does not mean that the child's learning or development will be delayed. Educators will continue to provide experiences, opportunities and support appropriate to the child's individual stage of development and needs while they remain within their existing room.

The Management Team will keep delayed transitions under review and will seek to facilitate the child's move as soon as it is appropriate and reasonably practicable to do so.

FORWARD PLANNING OF ROOM MOVEMENTS

Room transitions will be considered as part of the nursery's ongoing occupancy, staffing and operational planning rather than being determined only when a child reaches the relevant age.

The Management Team and Room Quality Leaders will maintain appropriate oversight of children approaching future transition periods to enable anticipated room movements to be identified and planned sufficiently in advance.

Forward planning should consider:

- anticipated transition dates;
- projected occupancy and available places within each room;
- staffing and qualification requirements;
- the number of children transitioning within each period;
- individual needs or circumstances requiring additional planning;
- allocation of Key Educators;
- familiarisation arrangements; and
- communication with parents and carers.

Final transition dates remain subject to Management Team approval.

PLANNING AND PREPARING FOR A ROOM TRANSITION

Once a child's anticipated room transition has been identified, the transition will be planned collaboratively between the child's current room, receiving room and the Management Team.

The purpose of transition planning is to ensure that the receiving educators have an appropriate understanding of the child before the move takes place and that the child has opportunities to develop familiarity and confidence with their new environment, educators, peers and routines.

Transition planning should begin sufficiently in advance of the anticipated transition date and will be proportionate to the individual needs of the child.

PARENT AND CARER COMMUNICATION

Parents and carers will be informed of an anticipated room transition with reasonable notice wherever practicable.

Communication will include, as appropriate:

- the room the child will be transitioning to;
- the anticipated transition date;
- information about the receiving room and its routines;
- introduction to the child's new Key Educator, where this has been allocated;
- how the nursery intends to support the transition; and
- any information or involvement required from the parent or carer.

Parents and carers will have an opportunity to share relevant information, ask questions and discuss any concerns regarding their child's transition.

Where an anticipated transition date subsequently needs to change because of the child's needs, room capacity, staffing arrangements or other operational circumstances, parents will be informed as soon as reasonably practicable.

Once the final transition date has been approved by the Management Team, parents or carers will receive written confirmation of the child's room move.

ALLOCATION OF A NEW KEY EDUCATOR

Where a room transition requires a change of Key Educator, a new Key Educator will be allocated as part of the transition-planning process.

Where reasonably practicable, the child will be introduced to their new Key Educator before completing their transition.

The existing and receiving Key Educators will work collaboratively to support continuity of care and ensure that the receiving Key Educator develops an appropriate understanding of the child.

Whilst the Key Educator has an important role in supporting the transition, all educators within the receiving room share responsibility for helping the child feel welcomed, secure and included.

TRANSFER OF INFORMATION

Relevant information will be shared between the child's existing and receiving educators before the transition is completed.

This may include, where applicable:

- the child's interests, strengths and current stage of development;
- routines and care requirements;
- communication style and preferences;
- relationships, friendships and emotional needs;
- sleep, toileting and personal care arrangements;
- dietary requirements and allergies;
- medical conditions, medication and care plans;
- SEND, One Plans or other individual support arrangements;
- safeguarding information, where appropriate and in accordance with the nursery's safeguarding procedures;
- current learning priorities and areas where additional support may be required;
- effective strategies used to support the child's wellbeing, behaviour or emotional regulation; and
- any relevant information shared by parents, carers or other professionals.

Information will be shared appropriately and proportionately to ensure continuity of care, safeguarding, learning and support.

Responsibility for ensuring that essential information has been appropriately transferred rests with the Room Quality Leaders of the current and receiving rooms, with Management Team oversight where required.

FAMILIARISATION WITH THE NEW ROOM

Children will be provided with appropriate opportunities to become familiar with their new room before completing their transition.

Familiarisation arrangements will be tailored to the individual child and may include:

- visiting the new room alongside their existing Key Educator or another familiar educator;
- spending short periods participating in play and activities within the receiving room;
- joining familiar routines such as mealtimes, outdoor play or group experiences;

- spending increasing periods with their new Key Educator and receiving educators;
- developing familiarity with the physical environment, resources and routines;
- spending time alongside children with whom they already have established relationships; and
- gradually increasing the amount of time spent within the receiving room where this would benefit the child.

There is no prescribed number or duration of familiarisation visits for an internal room transition.

The frequency, duration and structure of familiarisation will be determined according to the child's age, emotional wellbeing, confidence, individual needs and response to the transition.

Some children may require only limited familiarisation before transitioning confidently, whilst others may benefit from a more gradual process over a longer period.

MONITORING DURING FAMILIARISATION

The child's existing and receiving educators will observe how they respond to familiarisation experiences.

Consideration will be given to:

- emotional wellbeing and confidence;
- willingness to explore the new environment;
- interaction with receiving educators;
- relationships and interactions with other children;
- engagement with routines and experiences;
- communication and behaviour;
- separation from familiar educators; and
- any signs that additional transition support may be beneficial.

Information gathered during familiarisation will inform how the remainder of the transition is managed.

Where a child experiences significant or sustained difficulty, the Room Quality Leader will review the arrangements with the child's Key Educator and, where appropriate, the Management Team and parents or carers.

This may result in additional familiarisation, adjustments to the transition plan or, where appropriate, reconsideration of the anticipated transition date.

COMPLETING THE ROOM TRANSITION

A room transition will be considered complete when the child begins attending the receiving room as their primary nursery room.

Following the move, the receiving Key Educator and Room Quality Leader will continue to monitor the child's wellbeing, relationships, engagement and adjustment to the new environment.

Parents and carers will be kept appropriately informed about how their child is adapting to the transition and encouraged to share any changes or concerns they observe at home.

Where concerns arise following the transition, additional support may be implemented and the transition arrangements reviewed.

CHILDREN WITH SEND, MEDICAL NEEDS AND ADDITIONAL NEEDS DURING TRANSITION

Holly Trees recognises that children with Special Educational Needs and Disabilities (SEND), medical needs, developmental differences or other individual support requirements may require additional planning and support during periods of transition.

Transitions for these children will be considered individually and planned sufficiently in advance wherever reasonably practicable.

The purpose of enhanced transition planning is to ensure continuity of care and support, enable appropriate reasonable adjustments to be considered, and ensure that educators responsible for the child following the transition have the information, understanding and preparation necessary to meet their needs.

ENHANCED TRANSITION PLANNING

Where a child has identified SEND, medical needs or other additional support requirements, transition planning may involve:

- the child's current and receiving Key Educators;
- current and receiving Room Quality Leaders;
- the SENDCO;
- the Management Team;
- parents and carers; and
- relevant external professionals, where appropriate.

The level of planning and involvement required will be proportionate to the individual child's needs.

Enhanced transition arrangements may include:

- additional or extended familiarisation experiences;
- a more gradual transition between rooms;
- visual supports, photographs, social stories or other communication resources;
- familiar objects, routines or strategies being maintained during the transition;
- additional meetings between current and receiving educators;
- review or updating of One Plans, care plans, risk assessments or other individual support arrangements;
- environmental adaptations or reasonable adjustments;
- additional guidance or training for receiving educators;
- involvement of relevant external professionals; and
- a specific individual transition plan where this would benefit the child.

Transition arrangements will be reviewed and adapted according to the child's response and emerging needs.

CONTINUITY OF SUPPORT

Before a child completes their transition, relevant individual support arrangements will be appropriately communicated to the receiving room.

Where applicable, this will include current One Plans, medical or healthcare plans, risk assessments, medication arrangements, communication strategies, behavioural or emotional support strategies, reasonable adjustments and relevant professional guidance.

Where particular strategies, routines, resources or approaches are known to support the child successfully, these should be maintained wherever reasonably practicable to provide continuity during the transition.

The receiving Room Quality Leader will be responsible for ensuring that relevant educators understand the child's needs and any agreed support arrangements before assuming responsibility for their care.

MEDICAL NEEDS

Where a child's medical needs may be affected by a room transition, the Management Team will consider whether any existing medical care plans, risk assessments, medication arrangements, emergency procedures or environmental considerations require review before the transition takes place.

A child will not complete a transition into a receiving room until the nursery is satisfied that any essential arrangements necessary to support their medical needs safely are in place.

Where additional training, equipment, environmental adjustments or professional guidance is required, the transition may be adjusted or delayed for the minimum period reasonably necessary to establish appropriate arrangements.

SEND AND REASONABLE ADJUSTMENTS

Children with SEND will not be prevented or unnecessarily delayed from transitioning solely because they have additional needs.

The nursery will consider what reasonable adjustments may be required to support the child's transition and enable them to access the receiving environment appropriately.

Where a child's needs are significant or complex, the SENDCO and Management Team will work collaboratively with parents, educators and relevant professionals to determine how the transition can be appropriately supported.

The child's individual needs, rather than diagnosis alone, will inform the support and adjustments provided.

REVIEW FOLLOWING TRANSITION

Following the transition, the receiving Key Educator, Room Quality Leader and, where appropriate, SENDCO will monitor the child's wellbeing, engagement and response to the new environment.

Where existing support arrangements are no longer effective or additional needs become apparent following the transition, these will be reviewed with parents and relevant professionals as appropriate.

Any individual plans, risk assessments or support strategies will be updated where necessary to reflect the child's new environment and circumstances.

RELATIONSHIP WITH THE SETTLING IN POLICY

Where a child with SEND, medical needs or additional needs is starting at Holly Trees for the first time, returning following a significant absence or requires enhanced settling arrangements, the nursery's Settling In Policy will apply.

The Transition Policy and Settling In Policy should be applied together where necessary to ensure continuity of support and a child-centred approach.

SIGNIFICANT CHANGES AT HOME AND OTHER LIFE TRANSITIONS

Holly Trees recognises that transitions affecting children do not only occur within the nursery environment.

Changes within a child's home, family or wider circumstances can have a significant impact on their emotional wellbeing, behaviour, relationships and sense of security. Children may express their response to change in different ways, and these responses may not always be immediately apparent.

Significant changes may include, but are not limited to:

- the arrival of a new sibling;
- parental separation or changes in family relationships;
- bereavement or loss;
- moving home;
- changes in living arrangements or primary carers;
- a parent or significant family member being absent for a period of time;
- significant illness or medical circumstances affecting the child or their family;
- changes to established routines or care arrangements; and
- any other significant event or change which may affect the child's emotional wellbeing or experience at nursery.

PARTNERSHIP WITH PARENTS AND CARERS

Parents and carers are encouraged to inform the nursery of significant changes or circumstances that may affect their child.

Families are not expected to provide unnecessary personal information. However, sharing relevant information enables educators to understand changes in a child's behaviour, emotional presentation or needs and provide appropriate support.

Information shared by families will be treated sensitively and confidentially and will only be shared with educators or other individuals where there is an appropriate need to know, subject to the nursery's safeguarding, confidentiality and information-sharing procedures.

Where family circumstances involve safeguarding concerns, the nursery's Safeguarding and Child Protection Policy and associated procedures will take precedence.

SUPPORTING CHILDREN THROUGH CHANGE

Where the nursery becomes aware that a child is experiencing a significant transition or change, their Key Educator and wider room team will consider whether additional support may be beneficial.

Support will be proportionate to the child's individual needs and may include:

- increased reassurance and emotional support;
- maintaining familiar and predictable routines;
- additional opportunities for connection with familiar educators;
- age and developmentally appropriate conversations;
- books, stories, play or experiences which enable children to explore feelings and change;
- monitoring changes in the child's emotional wellbeing, behaviour, relationships or engagement;
- increased communication between home and nursery;
- agreed individual strategies to provide consistency between home and nursery; and
- involvement of the Room Quality Leader, SENDCO, Management Team or relevant professionals where additional support is required.

Educators will remain sensitive to the child's individual response and will not make assumptions about how a particular family event or change should affect them.

MONITORING WELLBEING

Where a significant transition appears to be affecting a child's wellbeing, their Key Educator will monitor their presentation and share relevant observations with the Room Quality Leader.

Where concerns persist or become significant, the nursery will discuss these with parents or carers and consider whether further support, adjustments or professional involvement may be appropriate.

Any safeguarding concerns arising from changes in a child's behaviour, presentation, disclosures or circumstances will be responded to immediately in accordance with the nursery's Safeguarding and Child Protection Policy.

TRANSITION TO SCHOOL OR ANOTHER EARLY YEARS PROVIDER

Starting school or moving to another early years provider represents a significant transition for children and their families.

Holly Trees is committed to supporting children to approach this transition with confidence, curiosity and emotional security. Preparation for transition will be embedded within children's everyday experiences and relationships rather than being treated as a single event immediately before they leave the nursery.

Our approach will focus on supporting the individual child, developing the skills and confidence that will help them adapt to their new environment, working in partnership with families and, wherever possible, establishing effective communication with the receiving school or provider.

PREPARING CHILDREN FOR SCHOOL

Preparation for school will be developmentally appropriate and responsive to children's individual needs.

Educators will support children to develop the confidence, independence, communication, relationships and self-care skills that will help them participate successfully in school life.

This may include supporting children to:

- develop confidence separating from familiar adults;
- communicate their needs, feelings and preferences;
- build positive relationships with adults and other children;
- develop increasing independence with dressing, toileting, eating and personal care, according to their individual capabilities;
- listen, communicate and participate within group experiences;
- follow familiar routines and respond to appropriate boundaries and expectations;
- make choices, solve problems and persevere when encountering challenges;
- manage belongings with increasing independence;
- recognise, express and begin to regulate emotions with appropriate adult support; and
- approach new experiences, people and environments with increasing confidence.

School readiness will not be understood as children being expected to achieve a prescribed set of academic skills before entering Reception at primary school. Children develop at different rates, and preparation will remain consistent with the EYFS and responsive to each child's individual development.

HELPING CHILDREN UNDERSTAND THE TRANSITION

Educators will create opportunities for children to talk about starting school and explore what may be different and what may remain familiar.

This may include:

- conversations with children about their new school;
- stories, books and role play relating to starting school;
- opportunities to discuss children's questions, feelings and expectations;
- photographs or other resources showing schools and school routines;
- talking about uniforms, classrooms, teachers, lunchtimes and other aspects of school life;

- encouraging children who are attending the same school to develop familiarity with one another where appropriate; and
- visits or involvement from receiving schools where these can be facilitated.

Educators will avoid presenting school in a way that creates unnecessary anxiety or suggesting that children must reach particular developmental milestones before they are "ready".

Children's individual feelings about leaving nursery and starting school will be acknowledged and supported.

PARTNERSHIP WITH SCHOOLS

Where reasonably practicable, Holly Trees will seek to establish positive relationships and effective communication with the schools children will be attending.

Transition arrangements may include:

- communication between nursery educators and receiving school staff;
- inviting teachers or other school representatives to visit children at Holly Trees;
- supporting visits by children to their receiving school where these form part of the school's transition arrangements;
- participating in transition meetings or discussions;
- sharing relevant information about children's learning, development and individual needs; and
- enhanced transition planning for children who may require additional support.

The nature of transition arrangements may vary between schools, and Holly Trees cannot guarantee the level of engagement offered by individual receiving schools.

TRANSFER OF INFORMATION

Holly Trees will support continuity of learning, care and wellbeing by sharing relevant information with the receiving school or early years provider in accordance with applicable safeguarding, confidentiality and information-sharing requirements.

Information shared may include:

- the child's interests, strengths and characteristics of effective learning;
- relevant information about their development;
- communication style and individual needs;
- relationships and strategies known to support their wellbeing;
- SEND or additional support needs;
- relevant One Plans or other support arrangements;

- medical or care information where appropriate;
- involvement of relevant professionals;
- safeguarding information where this is necessary and appropriate; and
- other information considered relevant to supporting continuity for the child.

Information sharing will be proportionate and focused on helping the receiving setting understand and appropriately support the child.

Where safeguarding information needs to be transferred, this will be managed in accordance with the nursery's Safeguarding and Child Protection Policy and must not be withheld where sharing is necessary to safeguard the child.

CHILDREN WITH SEND OR ADDITIONAL NEEDS

Children with SEND, medical needs or other additional support requirements may require enhanced transition arrangements when preparing for school or another provider.

Where appropriate, the SENDCO, Key Educator, Management Team, parents or carers, receiving school or provider and relevant external professionals will work collaboratively to plan the transition.

Enhanced arrangements may include:

- additional transition meetings;
- visits between professionals or settings;
- additional opportunities for the child to become familiar with the receiving environment;
- visual transition resources;
- sharing One Plans, professional recommendations and effective support strategies;
- discussion of reasonable adjustments and support requirements; and
- other individual arrangements considered beneficial to the child.

Planning for children requiring enhanced transition support should begin sufficiently early to enable appropriate communication and preparation before the child leaves Holly Trees.

CHILDREN MOVING TO ANOTHER EARLY YEARS PROVIDER

Where a child leaves Holly Trees to attend another early years provider, the nursery will seek to support continuity in a manner proportionate to the child's circumstances.

With appropriate information-sharing arrangements, relevant information about the child's development, wellbeing, care and individual support needs may be shared with the receiving provider.

Where a child has SEND, medical needs, safeguarding considerations or other significant support arrangements, additional communication with the receiving provider may be appropriate to support continuity and a safe transition.

WORKING WITH PARENTS AND CARERS

Parents and carers will be supported to understand the transition process and encouraged to share relevant information regarding their child's receiving school or provider.

The nursery will communicate with families about transition arrangements and, where appropriate, provide guidance about ways in which they can support their child's confidence and independence at home.

Parents will be encouraged to raise any concerns they have regarding their child's transition so that appropriate support can be considered.

CELEBRATING CHILDREN'S TIME AT HOLLY TREES

Leaving Holly Trees is an important milestone and children's experiences and achievements may be recognised and celebrated in an age-appropriate way.

The nursery may provide opportunities for children and families to celebrate their time at Holly Trees, including graduation or other leavers' events.

Celebrations will focus on children's relationships, experiences, achievements and sense of belonging while helping them look positively towards the next stage of their journey.

ROLES AND RESPONSIBILITIES

Supporting positive transitions is a shared responsibility between educators, Key Educators, Room Quality Leaders, the SENDCO where appropriate, the Management Team, parents and carers.

The level of involvement required will depend upon the nature of the transition and the individual needs of the child.

RESPONSIBILITIES OF THE KEY EDUCATOR

The Key Educator plays an important role in supporting continuity for children during periods of transition.

Where relevant, the Key Educator will:

- develop an understanding of how the child is responding to the transition;
- prepare and support the child in a developmentally appropriate way;
- share relevant information with receiving educators;
- support familiarisation with a new room, Key Educator or environment;
- communicate appropriately with parents and carers;
- identify and communicate any concerns regarding the child's wellbeing or readiness for transition;
- contribute to individual transition planning where additional support is required; and
- monitor the child's emotional wellbeing throughout the transition process.

Where a child is moving internally, the existing Key Educator will work collaboratively with the receiving Key Educator to promote continuity of relationships, care and support.

RESPONSIBILITIES OF EDUCATORS

All educators share responsibility for supporting children positively through periods of transition.

Educators will:

- provide reassurance, consistency and emotional support;
- help children develop familiarity with new people, environments and routines;
- implement agreed transition strategies;
- observe children's wellbeing, engagement and responses to change;
- share relevant observations with the Key Educator and Room Quality Leader;
- maintain confidentiality and appropriately share information on a need-to-know basis; and
- raise concerns promptly where a child appears to require additional support.

Receiving educators are responsible for familiarising themselves with relevant information about a child before assuming responsibility for their care.

RESPONSIBILITIES OF ROOM QUALITY LEADERS

Room Quality Leaders are responsible for coordinating and overseeing transition arrangements within their rooms.

This includes:

- maintaining appropriate oversight of forthcoming room transitions;
- contributing to forward planning of room occupancy and anticipated movements;
- coordinating communication between current and receiving rooms;
- ensuring familiarisation arrangements are appropriately planned and implemented;

- ensuring relevant information is transferred before a child moves;
- supporting Key Educators and wider room teams;
- monitoring children who require additional transition support;
- ensuring medical, SEND or other individual support arrangements are understood by receiving educators; and
- escalating concerns or proposed changes to transition arrangements to the Management Team where appropriate.

Room Quality Leaders may make recommendations regarding transitions; however, final decisions regarding room allocation and transition dates remain with the Management Team.

RESPONSIBILITIES OF THE SENDCO

Where a child has SEND or additional needs that may affect their transition, the SENDCO will provide appropriate support and oversight.

This may include:

- contributing to enhanced transition planning;
- liaising with parents, educators and external professionals;
- supporting the review and transfer of One Plans and relevant support information;
- identifying reasonable adjustments;
- supporting receiving educators to understand the child's needs and effective strategies;
- contributing to transition arrangements for children preparing to start school or move to another early years provider; and
- monitoring whether agreed transition support remains appropriate.

RESPONSIBILITIES OF THE MANAGEMENT TEAM

The Management Team has overall responsibility for ensuring transitions are appropriately planned, coordinated and implemented across the nursery.

This includes:

- maintaining strategic oversight of forthcoming room movements;
- considering projected occupancy, staffing and room capacity sufficiently in advance;
- approving room allocations and final transition dates;
- determining where the standard room-transition timeframe should be brought forward, delayed or otherwise varied;
- ensuring transitions are appropriately phased where several children are due to move within a similar period;

- ensuring children's individual needs and wellbeing are considered alongside operational requirements;
- overseeing complex or enhanced transition arrangements;
- ensuring appropriate support is available for children with SEND, medical or additional needs;
- supporting communication with parents where concerns or more complex decisions arise;
- ensuring appropriate information sharing between rooms and, where relevant, receiving schools or early years providers; and
- monitoring the consistency and effectiveness of transition practice across the nursery.

The Management Team may adjust transition arrangements at any stage where this is considered necessary to support the child's wellbeing, respond to changing circumstances or ensure the safe and effective operation of the nursery.

RESPONSIBILITIES OF PARENTS AND CARERS

Parents and carers play an important role in supporting positive transitions and are encouraged to work collaboratively with the nursery throughout the process.

Parents and carers are encouraged to:

- share relevant information that may assist the nursery in supporting their child;
- inform the nursery of significant changes that may affect their child's wellbeing;
- engage with communication regarding planned room transitions;
- raise questions or concerns at an early stage;
- support agreed transition strategies where appropriate; and
- provide information regarding a child's receiving school or early years provider where this will assist transition planning.

Parents' knowledge and views will be appropriately considered. However, decisions regarding internal room allocation and the timing of room transitions remain the responsibility of the Management Team.

RECORD KEEPING AND INFORMATION SHARING

Transition planning and information sharing will be proportionate to the nature and complexity of the transition.

Routine internal transitions do not require unnecessary administrative recording where existing nursery systems provide an appropriate record of the child's transition and relevant information has been transferred.

Additional records may be required where:

- a transition is significantly brought forward or delayed;
- a child requires enhanced or individualised transition arrangements;
- SEND, medical or additional needs require specific planning;
- risk assessments or care arrangements require review;
- significant concerns arise regarding the child's wellbeing;
- external professionals are involved;
- information is transferred to a receiving school or early years provider; or
- the Management Team considers a record of decision-making appropriate.

Records will be stored and shared in accordance with the nursery's confidentiality, data protection, safeguarding and record-retention arrangements.

MANAGEMENT OVERSIGHT AND QUALITY ASSURANCE

The Management Team will monitor transition arrangements to ensure that practice remains consistent with this policy and that children experience appropriately planned and supported transitions.

Management oversight may include reviewing:

- forthcoming room movements and capacity planning;
- the effectiveness of familiarisation arrangements;
- children experiencing difficulty with transition;
- delayed or accelerated room transitions;
- enhanced transition arrangements;
- communication with parents;
- transition arrangements for children with SEND or medical needs;
- preparation for children starting school; and
- feedback from children, families and educators.

Where patterns, concerns or inconsistencies are identified, the Management Team will take appropriate action to strengthen practice.

POLICY REVIEW

This policy will be reviewed where required, in response to:

- changes to legislation or statutory guidance;
- updates to the Early Years Foundation Stage;
- changes to relevant Department for Education guidance;
- changes to nursery rooms, operating arrangements or procedures;
- learning arising from individual transitions, incidents or complaints;
- findings from quality assurance activity; or

- changes to related nursery policies.

The Transition Policy should be read alongside relevant Holly Trees policies and procedures, including the Settling In Policy, Safeguarding and Child Protection Policy, SEND Policy, Medical and Medication procedures, Admissions arrangements, and Data Protection and Confidentiality procedures, as applicable.

Version	Updated	By	Authorisation Status
1.1	05/2023	Area Manager	
1.2	05/2024	Area Manager	
2.0	08/2026	Director	