

TRANSITIONS POLICY



PARKWAY PRE-SCHOOL

Introduction and Overview

Transition concerns the changes a child encounters from one place to another, e.g. from home to pre-school, changing units within the pre-school setting, attending more than one childcare provision (or childminder) and starting school. Often these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations. Support from staff and parents can help transitions to be more successful.

The transition from home to the setting

At Parkway Pre School, staff are sensitive to the needs of children and parents/carers when they first attend our setting and are very experienced in this area. Practitioners understand that all children settle differently in their own time and the pre-School can accommodate the differing needs of individual children. We offer support in the following ways:

- Settling-in sessions and home visits where necessary.
- Information for parents when their children first attend, e.g. welcome packs, access to our policies and procedures, the role of the key person.
- Favourite toys/comforters from home.
- Special arrangements to support children who speak English as an additional language, or who have special educational requirements e.g. staff using words in the child's home language and obtaining assistance from outside agencies.
- Obtaining information from parents/carers when the child starts at pre-school, e.g. holiday scrap books which parents/carers are asked to contribute to and our childcare information form.

How parents/carers can support their child during transition

We understand the importance of parents/carers role in providing stability and continuity throughout the transition process for their child, the following are ideas for offering support:

- Preparing your child for pre-school by explaining you will leave them, but you will come back. If possible, try leaving your child with a significant adult, so your child is used to being left with others.
- Talk to your child about their key people, including a photo of the keyworker.
- Allow time to talk through your child's worries and concerns.
- Share information about your child during settling in sessions.
- Where applicable, be involved in the sharing of information between settings/childminder.

The transition from our setting to school

- We recognise that starting school can be a worrying time for the children and their parents/carers, and the more that can be done to ease this transition, the more positive an experience it will be for all involved.
- We invite teachers to visit the pre-school. It helps with transition but also an opportunity to share concerns about a child's behaviour or development. This will all be with the child's best interest at heart.
- We share appropriate information/records with the school including any additional needs, special needs or disability identified. This includes EAL children. Hertfordshire has a Transition Tool which allows a smooth transition to school-provides information from the setting.
- Confidential records are shared where there have been Safeguarding concerns according to the process required by our local Safeguarding Children Board-a summary of concerns with date of last professional meeting or case conference.
- Where a CAF has been raised the name and contact details of the lead professional will be passed onto the school.
- Our SENCO will be involved for a handover to the teacher when necessary.
- We organise activities which reflect the transition process, e.g. school role-play, dressing in school uniforms and provide opportunities for children to express their concerns and fears. All this is done with the utmost care and attention for the children.
- There are photo books about the schools to assist the children in overcoming fears and to help them become familiar with their new environment.

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