

## Transition Policy

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. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new area. As a team we have developed a procedure to facilitate a smooth, happy and positive transition experience. The keyperson will work closely with the child, parents/carers and the new area/ school to ensure the holistic needs of the child are met throughout the transition process. Every child is unique and the process may be adapted or amended to meet individual needs. For example a child with special educational needs and disabilities (SEND) may require additional visits or support through the transition process.

### Transition within the Centre

The ‘**Transition Process**’ is a guideline to be followed when a child transitions through the Centre. The process for children moving from Dragonflies and Grasshoppers to Millipedes will be slightly different as children who demonstrate confidence within their peer group are moving to a more familiar space with familiar adults. Visits will be arranged to meet individual needs.

### Transition to school

Children transitioning to school will be supported through the process by:

- ☑ Writing to your child's allocated school and inviting your child's teacher to visit them in the setting.
- ☑ Planning activities and experiences that will support your child in the transition to school. For example organising a Leavers Production, Leavers Trip, school uniform role play etc.
- ☑ Completing a Summative Report to send to school.

Transition is a natural part of growing up and a child who faces transition with love and support will view change in a positive light. This helps to prepare the child for future change and gives them positive experience to reflect on.

<b>This Policy was adopted on</b>	June 2017
<b>Date of Review and Reviewer</b>	11 <sup>th</sup> June 2019 Fiona Hakin

## Transition Procedure

The systems Manager will provide names of movers, leavers and starters regularly updating teams, the reception and the EYFS coordinator.

### Transition Letter

- ☒ Parents will be given a date in advance of their child moving rooms.
- ☒ The keyperson in the child's present area is responsible for setting up settling visits with a 'familiar adult' who will act as the first point of contact for the child and their parents in the new area. This person will be responsible for receiving and storing information about the new child and cascading it to the team ensuring the induction into the room is carried out, supporting settling in visits for the child and feeding back, carrying out the settling in observation of the child and ensuring a smooth transition process for the child and family.
- ☒ The current Area Supervisor is responsible for checking the information provided for parents and ensuring the key person organises and supports settling in visits.
- ☒ The key person will accompany the parents to the new area, introduce them to the new team and book induction visit.

Our aim is to support parents as transition can be challenging for the family as well as the child. The process also provides an opportunity to give parents more details about the new room and the provision available.

### Settling in visits

The settling in process starts from the moment the key person is passed the moving date for their key child and lasts for a month until the actual moving date of the child. After informing parents and booking their area induction, the key person is responsible for arranging peer group settling in sessions. The length of the process can be flexible in order to meet the needs of the child and their family.

The supported peer settling in sessions should take place over the first 2 weeks of the transition period, where the child is visiting the new area accompanied by their peers, who are also due to be transitioning. Ideally the visits should take place in the morning between 10 -11 am or in the afternoon between 1.45 – 2.45 pm.

There are 3 individual settling in sessions for each child:

These must be booked in line with a child's attendance pattern	1st settling in session	2nd settling in session	Final session
<b>Time</b>	1 hour	10am - 1pm or 1pm-4pm	full session (this may be a full day or half a day depending on the child's attendance pattern)
<b>Key person</b>	Accompanied by the key person	key person stays to settle child, then leaves child to bond with familiar adult and peers	key person stays to settle child in, then leaves to allow child to bond with familiar adult
<b>Aim of the visit</b>	Key person to discuss transition form with the 'familiar adult' Highlighting, vital information- e.g. Medical and dietary info, SEND etc. Encourage child to explore the area alongside KP & FA	Child begins to form relationships with staff and peers in the new area Review child's individual needs and wellbeing and arrange further sessions if necessary to ensure smooth transition for the child	Child to further bond with others and experience important aspects of the routine Parent to collect child from the new area <b>This session is arranged on the last day the child attends before their moving date</b>

When arranging the settling in visits ensure the needs of the individual child are met and allow time for any further visits if necessary.

The key person is to ensure that the child's transition form is filled in ready to be discussed with the 'familiar adult' on the first settling in session to ensure communication flow about child's requirements, interests, etc.

Also ensure that the bottle tags, comforters and other belongings the child may need are taken to the new area for the settling in sessions and are brought back afterwards.

Before the child moves up fully ensure you hand over all paperwork to the 'familiar adult' e.g. medical forms, tracking, risk assessments, etc.

Key Person's Transition Checklist	
Paperwork/Tasks to be carried out	Done
Date given for move by Systems Manager and Familiar Adult chosen	
Parents introduced to the new area by key person	
Parent Area Induction Booked with new room	
Supported peer group settling in visits ideally carried out over a 2 week period (10-11am/1.45-2.45pm)	
Individual settling in sessions booked with familiar adult according to child's attendance pattern	
transition form with vital Information handed over to familiar adult and settling in sessions carried out and	
Review child's individual needs and arrange for further visits if necessary	
The familiar adult will carry out a settling in observation detailing how the child has coped with the transition, relationships and bonds, areas of interest etc.	
Medical form handed to familiar adult	
Tracking handed to familiar adult	
Child information edited on Capture	
Child officially moves up and key person is appointed	
Complete a <b>full Baseline observation on Capture</b> for the child within the first month of attending your area.	