

## **Park School and Park School Nursery - Transition Policy from Early Years to Key Stage One**

At Park School we are committed to support the children and parents through the transitions within the Nursery and School setting. We understand that it is essential to manage transitions carefully and sensitively. Although it may initially be a daunting and unsettling experience for any child, we ensure that children feel secure, prepared and ready for the next challenge. We do this in a number of ways.

### **1 Nursery**

Starting Nursery, moving from one room to another, changing settings or starting School is an exciting time for children, but can also be a challenging and anxious time for both children and their parents.

### **2 Settling In**

- 2.1** Every transition is unique based upon the child and their parents' needs.
- 2.2** Some children find transition easy, others do not, and a gradual process is generally adopted. Initial visits with parents are lengthened over time, gradually increasing the time the child spends in their room without their parents. This is flexible depending upon how both the children and the parents react to transition.
- 2.3** Together the parent and key person will fill in the child's 'All About Me' page, finding out about the child's routine, likes and dislikes.
- 2.4** Start dates can be staggered to ensure that new children have the opportunity to settle with their staff.
- 2.5** Practitioners must also support parents during transition, letting them know how their child is settling and providing feedback throughout.
- 2.6** Where required, practitioners may provide transition aids for the use of the parent and child, or the child may have their own transition item i.e. a cuddly toy.

### **3 Daily Transitions**

- 3.1** Daily transitions are few due to the continuous provision offered throughout the setting.
- 3.2** Where transitions take place they are aided by giving the children options and, where necessary, supportive aids such as a visual timetable.

### **4 Transitions throughout the setting**

- 4.1** Children only move rooms when they are ready. This is based upon their developmental stage, practitioners, parents and the child.
- 4.2** Key persons visit their new key children in their room and then the children visit their new rooms to increase their familiarity.
- 4.3** Where possible, friendship groups are moved together.
- 4.4** If a child has had a sibling in the Nursery they will be offered a place, where possible, in the same group room and with the same key person to ensure continuity.
- 4.5** The use of continuous provision throughout the setting means that there is a sense of continuity during transition, which helps the children through the process more easily.
- 4.6** Key persons pass on developmental records to the child's new key person.

## **5 Transition to another setting**

- 5.1** Sometimes children will move to a new setting. In this situation we will ensure that the child's ILD profile is fully up to date and ready to pass on to the new setting. If requested by the parent, we are always available to talk to the new setting and share any information that may be deemed useful.

## **6 Transitional Support**

- 6.1** Informal meetings can be arranged between parents and staff where support can be offered to help the child through the transition into Nursery, within the Nursery and finally on to School.
- 6.2** 'All about me' bags and boxes are used that children can fill with special possessions that mean something to them, and help them create a familiar environment.
- 6.3** Personalised visual timetables can be used in Nursery and School.
- 6.4** Bears from Nursery to take home to help forge the link between home and Nursery.
- 6.5** Reward charts are used to encourage children.

## **7 From Nursery to Reception**

- 7.1** Reception staff spend time in the Nursery.
- 7.2** Children currently in Nursery spend time in Reception in small groups during the transition afternoons.
- 7.3** During the Summer Term before children start in Reception we hold a Teddy Bears Picnic for the children to familiarise them with their new class and teachers. They are also able to meet their Year 6 'Buddies'.
- 7.4** Transfer documents are used to share information with different settings.
- 7.5** Nursery staff attend the Transfer Evening run by the Bournemouth Council Early Years.
- 7.6** ILD information is continued from our Nursery into the Reception Class.

## **8 From Reception to Year 1**

- 8.1** Children spend time with their new teacher.
- 8.2** Reception staff transfer information to Year 1 staff during an informal meeting at the end of the academic year.