



# Transition Policy

Our aim is to work in partnership with parents to ensure transition periods are as smooth and trouble free for children as possible.

To ensure that babies and children experience a smooth transition from babies to the toddlers, from the toddlers to pre-school and from the pre-school to the Foundation Stage.

To ensure that the quality and pace of learning are maintained and that children continue to make good progress.

To ensure that children follow the Foundation Stage as their needs define.

To ensure that all staff see transition as a process rather than an event.

To inform and involve parents and children in the transition process.

To ensure that all babies and children are provided with equal opportunities to an effective transition in which there are no barriers based on race, gender, culture and ability. Opportunities are planned daily to ensure children of all ages have time to play and learn together. Children and parents are actively involved in the process of transition and their perceptions are explored and valued.

The progress of all children at transition is monitored to quickly identify additional needs. Children who are identified with having additional needs are discussed with appropriate staff, parents, SENCO, and other professionals. Strategies are then put in place to ensure that children are able to develop to their full potential.

Children who are due to make the transition from the baby room to the toddler room will need to be steady and confident on their feet before completing the transition. We have a large outdoor area with a wide range of play equipment including a climbing wall, cargo net, slide and rope swing. Staff members will assess your child during transition visits to ensure that your child can safely access the equipment and outdoor area. If we feel your child is unable to safely access the outdoor area and play equipment, they will remain in the baby room while they develop these skills. Where necessary, we will seek your consent to access further support from other professionals and to apply for funding to provide additional support for your child if required. We will also follow this process for all new children of any age who join the setting.

Throughout the Foundation Stage children's learning and development is regularly observed through the use of focused planned observations, learning journeys and spontaneous observation. These assessments of children's learning are recorded in a learning journal, which are shared with children, parents and staff.

To ensure that children continue to make good progress in their learning, and that appropriate learning opportunities and activities are planned for in the Autumn Term, information from the learning journals is shared with appropriate staff at the end of term.

The Early Years Professionals will have overall responsibility to ensure that the process of transition is smooth, effective and a happy process. They will report to the chairperson and management committee on the effectiveness of the transition, any changes made and/or new national initiatives on the process of transition. Two members of the management committee take a special interest in transition.

### Home to Nursery Transition

Children and parents are encouraged to visit the setting for a settling in period before the child attends.

Parents are encouraged to stay until the child is ready to separate.

Separation is increased steadily over a period of days/weeks as appropriate for the needs of the child.

Information is shared about the child's interests, likes, dislikes and communication strategies via the All About Me Profile which is completed by parents.

Encourage children to share their interests and likes from home by giving them a home-to-setting interest bag. This will give them the opportunity to bring in objects that are of particular interest or importance to them and share them with the staff and other children. This will enable the staff to develop a greater understanding of each child's individual likes and interests and support them in getting to know the child throughout the settling process.

A key person system is put in place for each individual child.

Parents are given regular information about their children both informally/formally throughout the year and at parent consultations three times a year.

Parents are actively encouraged to share information from home to setting via the wow and look what I have achieved! (Certificates)

Children in the pre-school are given a home/setting bag to transport story books and newsletters to parents.

Children are given a home/setting diary so that both staff and parents can maintain communication and share written information on a daily basis.

### **Room to Room Transition**

Daily opportunities are provided for individual children that are due to make the move from one room to another.

These opportunities normally start two months prior to the child moving rooms. However, each child is unique and some children may need more time than others to be able to feel secure in a new environment and build relationships with other staff members.

When visiting a new room the child/children are normally accompanied by their key person to help support their smooth transition.

Information is shared between key persons about the child's interests, likes and dislikes. Parents are verbally kept informed on a daily basis of how their child is responding to the transition period.

Parents are invited to attend a formal transition meeting to share any information, thoughts and ideas that they feel may help their child with transition. This meeting also provides an opportunity for parents to be introduced to their child's new room supervisor and key person in order to maintain good relationships.

Parents are encouraged to complete another All About Me Profile to ensure that staff members are well informed and so able to meet the needs and interests of the child.

An outdoor free-flow environment accompanied by the daily rotation of staff provides opportunities for both children and staff to build relationships.

### **Nursery to Primary Transition**

Oasis staff and Primary staff work together to organise meetings for parents to meet the reception class teacher, discuss enrolment, school routines and the Foundation Stage Curriculum. At this meeting parents are consulted on their views, opinions and concerns on the transition to Foundation Stage.

Notices, information packs and monthly newsletters containing information from local schools are displayed in the setting.

Primary staff are encouraged to visit the setting and spend time with the children at snack time, reading stories, joining in with music sessions and attending fundraising events.

'Going to school' becomes a context for learning.

As the majority of pupils go to Ludgvan School we are able to offer the Pre-School children the opportunity to:

- Have lunch in school and meet the kitchen staff
- Watch school performances
- Participate in walks around the indoor and outdoor school environment
- Visit the reception class to participate in play sessions and story time
- Go on outings and trips with the reception class, such as teddy bears picnic and the beach
- Join in with morning break and meet play time pals/school buddies/teachers and teaching assistants
- Visit the office to meet the school secretaries.

**Where children attend other schools selected by their parents, we aim to work directly with these schools towards a smooth transition for the benefit of the children and their families.**

All pre-school children are involved in an end of term party/baking week to celebrate their time in the pre-school and look forward to a new beginning.

All pre-school children are given their learning journal, complete with information highlighting their journey during their time at Oasis!

Pre-school staff and the Reception Class Teachers meet to discuss their key children's learning journals, Progress Assessments and share other observations and records.

Pre-School staff will encourage the parents to attend primary events, such as, sports day, open days, and Easter and Christmas Fayres at Ludgvan school which is on the same site as the setting.

All age ranges of the primary children are encouraged to visit the setting to join in with open days, watch nativity play rehearsals and participate in activities with the children.

One member of the school staff works in both Ludgvan School and setting to ensure that the process of transition from setting to school is a smooth, effective and happy process.

Adopted by The Oasis Management Committee on: 31.08.2021

Representative of Management Committee Signature: Lorna Tudgeon

Review Date: August 2022