

## University of Warwick Nursery Transition Policy

In this policy, 'Transition' describes the movement that takes place from one nursery age group to the next or from one setting to another. This includes children coming into the nursery for the first time, children moving from one group to another within the nursery or children leaving the nursery and moving on to a new setting.

### Aims

- To ensure children have positive experiences of transitions which promote their wellbeing, learning and development.
- To inform parents and children about the transition process and how parents can support their child.
- To ensure children and parents are actively involved in the process of transition and that their perceptions about transitions are understood and valued.
- To ensure that children access the most appropriate curriculum for their needs
- To ensure that children continue to make good progress through an appropriate quality and pace of learning.
- To ensure that all staff, parents and children see transition as a process rather than a single event.
- To ensure good communication between staff, parents and children.

### Equal opportunities

Both children and parents are actively involved in the process and their perceptions about transition are valued.

To ensure inclusion is promoted throughout the transitions the following will be provided in a variety of ways to promote positive and effective experiences:

- A range of learning styles
- Using children's ideas and motivations as a starting point for learning.
- Adjusting the conceptual demand of the task as appropriate for the child.

Transition plans will be completed for those children with additional needs.

We are committed:

- To ensure a smooth transition for all children, parents and practitioners.
- To ensure information is shared between different settings or rooms with in the nursery in terms of children's development, learning records and any other information.
- To ensure all parents, children and practitioners have adequate information relating to transition.

- To ensure all children settle quickly into their new setting or nursery room and feel secure and motivated to learn.

## **Transition Principles**

The overarching principles that underpin this transition policy are:

- Approaches to teaching and learning in the EYFS should be consistent at the point of transition.
- Information from a previous setting or room should be given professional regard.
- Planning is based on assessment information from the previous setting or room.
- Approaches to and styles of teaching and learning should reflect the current cohort needs.
- The transition process should be an enjoyable, motivating and challenging experience for children.
- Children's wellbeing and emotional welfare should be considered before, during and after transition.
- Staffing should be closely monitored and allocated according to need over the transition period.
- Transition is perceived by staff, children and parents as a process not a single event.
- Parents have a clear and informed understanding of the transition process.
- Children, parents and staff are all involved equally in the transition process.
- Transition focuses on fitting the setting to the child and not fitting the child to the setting.
- Transitions are well thought through processes with key systems and procedures in place.
- Transition processes are flexible to the need of the individual child.

## **Key Systems and Procedures**

Good transitions take careful thought and thorough planning well in advance. All staff must be aware of the systems that are currently in place in preparation for smooth and effective transitions.

## **Transition into the nursery**

A range of strategies, systems and procedures are in place to promote good transitions from home, or other settings into the nursery. These include:

- A sequence of introductory visits to allow the child to become familiar with the setting and the staff.
- These visits should increase in length of stay leading up to the formal start of nursery attendance
- A meeting between the parent and the identified Key Person during the initial visit.
- Parents to complete all paperwork required including the 'All about me' form issued by the receiving room in order that the staff are fully informed about the child.
- Parents to provide all relevant information, including any ongoing medical concerns, about the child.
- Where a child has been attending another setting, the setting, via the parent, should provide any developmental assessments and learning journals.

## Transition within the nursery

A range of strategies, systems and procedures are in place to promote good transitions from one room to the next within the nursery. These include:

- Key persons will visit children in their current rooms before the transition process begins to introduce themselves to the child and spend some time playing with them.
- Children will visit their new room with their current key person and be allowed to play freely, supported by their current and new key person.
- The length and frequency of the visits will increase as the child becomes more comfortable with the new environment.
- Children moving into purple room (2 – 3 year olds) will be invited to play in the bigger garden to allow them time to become more accustomed to the increased space and larger groups of children.
- Parents are encouraged to attend the Transitions Evening Information session, usually held early in the summer term. This is an opportunity for them to meet the staff in the new room and gather information about the room, routines and the staff.
- Each rooms will provide an introductory fact sheet/leaflet about their room to give to parents.
- All information held on each child by the current room will be passed onto the new room before the transition is complete, so that the new key person is fully informed of the stage of development and needs of each child.
- Parents will be asked to complete a new 'All about me' form on their child to ensure the receiving room hold up to date information and is aware of any changes from the previous form.
- Children will be allowed to complete their transition at their own pace. This may mean that a child will be dropped off in their old room and then taken through to their new room for some days, or weeks after it is considered the transition has been completed.

## Transitions from the nursery into Reception Class

It is noted that not all of our children leaving at the end of the pre-school year will be moving on to reception class, some will be returning to their home countries where school entry may be one or two years later. In addition some children may leave the nursery at 3yrs to move on to the pre-school attached to a primary school locally. Nonetheless these children are all making a transition and so have the right to be treated equally under this policy.

We also recognise that children from this nursery will go to a number of different reception classes in Coventry, Warwickshire and further afield and that it may be the case that a child may be the only one from the setting going to a particular school, whereas there may be multiple children going to another school together.

- Parents have the opportunity to attend an information evening – 'Are you ready for school' at which parents are given guidance and advice in ways that they can support their children to pre pare for school. This includes children's own independence skills as well as being emotionally prepared.
- During the summer term and on into the summer vacation children are supported to become as independent as their stage of development and ability will allow. Particularly in self-care skills.

- Children who attend the nursery during term time only are encouraged to attend the nursery, accompanied by an adult, for a number of stay and play sessions held weekly. The purpose of these sessions are to continue and to sustain the learning that has taken place during the summer term, to give children the opportunity to reconnect with other children, particularly where these children may be going to the same school as other children who are attending the setting throughout the summer.
- Reception class teachers wishing to visit children in the setting to observe them at play and to speak to the key person will be welcomed into the setting at a mutually convenient time.
- Summative assessments are carried out on children at regular interval throughout the child's time in the setting. A final assessment and summary narrative of the child's development will be passed onto the receiving school prior to the child leaving the setting. A second copy is also given to the parent.
- Where there is a child with specific needs and receiving support from the local SENDCo, the nursery will work collaboratively to ensure that the receiving school is fully informed of the child's needs, and if called upon, will work with the receiving school and SENDCo to design a package of support that will continue the work previously undertaken.
- Children will participate in activities which support their transition, including bringing in photographs of themselves in their school uniforms or at their new school for display in the nursery.
- Where it has been identified that more than one child is going to the same reception class, every effort will be made to encourage these children to build close friendships. This will include rearranging key groups for planned activities, meal times and at other times.

## **Partnerships with Parents**

Parents are encouraged to be involved in the transition process. We aim to ensure they have an informed understanding of our underlying principles through the following:

- Where children are moving through the nursery they will be informed at the earliest opportunity of the room their child will be moving on to.
- Parents will be introduced to their new key person at the earliest opportunity.
- Parents will be able to attend a one-to-one meeting with their key person in the summer term to discuss their child's progress and the move on to the next room.
- Parents are invited to experience the next room for their child by attending the transitions information evening or an open day. If unable to attend either of these there will be an opportunity to be introduced to their new key person, who will discuss the move into the new room and been shown around the new room.
- Parents will be given clear information about what to expect during the transition period.
- Parents will be given a copy of the summative assessment and narrative prepared for the end of the summer term, the finer details of this will be discussed with the parent.