

Transition Policy

At Lara Nursery, we are committed to ensuring that every child experiences a smooth and positive transition as they progress through different rooms or settings in our nursery. Transition periods can be challenging for children, families, and staff, and we aim to provide a nurturing and supportive environment during these times.

The purpose of this policy is to outline our approach to managing transitions, ensuring continuity of care, emotional support, and effective communication throughout the process. We believe that by maintaining strong relationships with families and children, we can make transitions a positive experience, supporting each child's emotional well-being, development, and sense of security.

Aims:

- To support children emotionally and developmentally during transitions.
- To maintain effective communication with parents and carers.
- To prepare staff for the smooth transition of children to new rooms or settings.
- To ensure continuity of care and learning for each child during the transition.
- To create a welcoming and familiar environment in the new setting or room.

This policy applies to all staff, children, and families within Lara Nursery. It covers transitions between:

- Home to setting (on entry to nursery/preschool).
- Between rooms within the setting.
- From other Early Years settings to primary school or other educational settings.

All About Me Form:

Parents complete a form about the child's routine, preferences, interests, special words or names for things, any additional needs, and developmental stages. This form is shared with relevant staff and saved in the child's file.

Transition Between Rooms Within the Setting:

- **Age and Development Considerations:** Children will transition to the next room when they reach a certain age or developmental stage. Transitions will be flexible to ensure the child is developmentally ready.

Transition Plan between Playrooms

- **Visits to the new room:** The child will have several visits to the new room over some time. The child's current key person from their old room will accompany the child initially.
- **Introduction to New Staff:** The child will be introduced to the staff in the new room. The 'new' key person will spend time with the child to build a relationship before the move.
- **Communication with Parents:** Parents will be informed of the transition timeline and introduced to the staff in the new room. Regular feedback will be provided during the transition period.

Review Meeting: After the child has transitioned to the new room, a meeting with parents will be held to discuss how the child is settling in and if any additional support is needed.

Transition from Setting to Primary School/Other Educational Settings:

- **Information Sharing:** With parental consent, the setting will share key information with the child's new school, including the child's progress reports, learning journals, and any information about special educational needs (SEN).
- **School Visits:** Where possible, staff will arrange visits to the child's new school or invite school staff to visit the child at the setting.
- **Transition Activities:** The setting will implement activities to prepare children for school, such as discussions about school routines, role-playing, and reading stories about starting school.
- **Parent Support:** Workshops or information sessions may be offered to parents to support them and their children in preparing for the transition to school.

Supporting Emotional Well-being:

- **Child-Led Approach:** Transitions will be tailored to meet the individual needs of each child. Staff will observe the child's emotional readiness and adjust the transition process accordingly.
- **Familiarity with Environment:** The new environment will reflect continuity through familiar objects or routines from the previous room (e.g., favourite toys or comfort items).
- **Communication and Reassurance:** Staff will provide continuous verbal reassurance and support to help the child feel secure in their new environment.
- **Key Roles and Responsibilities:**

Managers: Ensure that the transition policy is followed, oversee transition plans, and provide staff with the necessary training and resources.

- **Key Persons:** Support the child and family through the transition process, communicate regularly with parents, and ensure continuity of care.
- **Parents/Carers:** Collaborate with the setting, share important information about their child's needs, and participate in settling-in sessions.
- **SENCO (Special Educational Needs Coordinator):** Ensure that any additional support needed for children with SEN is arranged during the transition.

Child-to-adult ratios:

- To ensure that each child gets sufficient support, especially during transitions, which are critical times of adjustment.
- During transitions, smaller child-to-adult ratios are often encouraged or mandated, allowing for more personalized attention. For instance, a transition period may require additional staff to support children as they adapt to new environments.

Monitoring and Review:

- The transition process will be reviewed annually by the management team.
- Feedback from staff, parents, and children (where appropriate) will be sought to evaluate the effectiveness of the policy and make improvements as needed.