



Transition and Settling in policy and procedure

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1. Policy Statement

Transition concerns the changes a child encounters when transitioning from one place to another, for example, from home to pre-school, attending more than one childcare provision (or childminder) and starting school. Often, these transitions involve a process of change that requires them to adapt their thoughts, feelings, and behaviours to meet new expectations.

Through the implementation of this policy, Brookside Preschool aims to work in partnership with parents/carers and practitioners from other settings to share information about the child and what support he/she may need as they adapt to change. We offer support, empathy and understanding during this period of adjustment to support the individual needs of the child and parents/carers.

2. Policy aims

- To build strong, professional, and trusting relationships with children and their families to support their well-being as they adapt to change.
- We will place relationships and well-being at the heart of our decisions and transition plans.
- To gather and share information with regarding children's individual needs and interests to support them during transitions.
- Establish strong relationships with other professionals to work in partnership to support children and their families during transition.
- Prepare children for transition by supporting them to develop skills which may help them, for example, for school starters we will encourage children to become more independent with self-care and focus for longer periods of time.
- Ensure that any developmental or safeguarding concerns are shared with children's school or new setting.
- Ensure children with SEND have a well-planned transition process which will be carried out in partnership with other professionals involved with the child.

- If necessary, ensure referrals for Early Health and Care Plan (EHCP) assessments are made prior to children starting school to ensure sufficient support and funding is in place.

3. Procedure for supporting children to transition from home to pre-school

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include showing families around our setting tailoring information to their needs, written information including a 'Welcome pack' along with funding information leaflets and offering access to our policies and procedures.
- Before a child is enrolled, we provide an opportunity for the child and his/her parents to visit the setting. We use this pre-start visit at which a child attends to explain and complete, with his/her parents, the child's registration records. This time spent with parents is an opportunity to discuss children's care and development needs before the child is left in our care.
- During a child's first visit at pre-school, we invite parents to stay whilst their child gets used to their new environment. Staff will interact with the children and parents and allow the opportunity for relationship building.
- During a child's first few sessions we are flexible and advise parents to leave their child for perhaps an hour or part of the session and build their time up slowly if needed.
- Staff will be on hand to advise parents of how best to approach leaving and saying goodbye to their child. When parents leave, we ask them not to leave without saying goodbye to their child as this can cause children distress and confusion. Parents should say goodbye to their child and explain that they will be coming back, and when.
- Children are often upset when parents leave, crying is a normal response. Crying at drop off times can last for many weeks as children settle into their new environment. Children will be comforted by staff, and we will use their interests and parent suggestions to help them to settle.
- We are mindful of parent's emotional well-being particularly on children's first few days at pre-school. We try to offer reassurance by phoning or texting with updates to let parents know if their child has settled. Parents are always welcome to call at any time and ask how their child is getting on.
- If children are having difficulty settling into pre-school, we will discuss with parents how best to approach the situation considering the child's and family's needs. We may ask parents of children who are struggling to settle, to come to more stay and play sessions or gradually build up the time away from their child.

- We judge a child to be settled when they have formed a relationship with their Key Person; for example, the child goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- We do not believe that leaving a child to cry will help them to settle any quicker. Children will be supported to settle by their Key Person. If a child has cried consistently for a length of time and they cannot be distracted by play or attempts to comfort them, the Manager may decide the child must be collected by the parent and agree a settling in support plan.
- Parents are welcome to request a 'How's it going?' meeting if they would like to chat about how their child has settled within the first few weeks of pre-school.

4. Procedure for supporting children to transition to School

Brookside Pre-school aims to maintain good relationships, built on professional respect, with all local schools. Staff from schools where our children have been allocated a place are invited to visit the child/children within our setting prior to transition. The aim of this visit is for the staff to meet and interact with the child in a familiar learning environment. Also to make the Key Person in the receiving school aware of the likely emotional needs of the child. Written information is shared with school after obtaining parental consent or via the parents and carers.

4.1 How do we prepare children for transition?

- Books are used which contain photographs for each of the local schools to aid discussion and to help prepare children for their transition to School.
- We have a range of school uniforms from feeder schools which we make available in our role play area for children to use their imagination and explore their feelings about their transition to School.
- We read a range of books about starting school and discuss worries and concerns which the children might have.
- We take walks to our local schools to familiarise ourselves with the school and attend school events with our older children such as school nativity plays.
- We help children to build essential skills which will not only prepare them for school, but also for life in general. This includes things like dressing themselves for outdoors, self-care skills, social

skills, communication, and independence. We encourage a positive learning attitude, resilience, and positive sense of self. These skills are what we believe are important foundations to learning.

- We share with parents' essential skills for school readiness with suggestions of how they can support their child at home. We share book suggestions and tips for parents which might support them in discussing school transition with their child.

4.2 How do we share information with schools and other settings?

- All children have a 'Transition' summary written by their Key Person, identifying key information about the child with links to the EYFS where appropriate. There is a list which informs the school of any additional information which is available on request such as information regarding SEND or from other professionals and referrals made.

5. Transition for children with SEND

For children with SEND, the transition process will be carried out within a flexible timeline which considers the needs of each child and their family.

The pre-school SENCO will use Local Authority guidance and paperwork to lead a transition process for the child. This should include the opportunity for multi-agency meetings where parents can express their wishes and hopes for their child's future, to discuss the support the child might need at school and during transition, to share information and develop a personalised transition plan.

With parent permission, some of the documentation which will be shared with the school might be;

- One page profile – explaining the children's qualities, interests, needs and support
- Provision map – explaining the support needed during daily routine and activities
- Developmental assessments from pre-school and other professionals
- Additional support plans and information on what we do which is working well for the child.

For more information on supporting children with SEND please see our Supporting Children with Special Educational Needs and Disabilities Policy.