

Information and Records

Achieving Positive Transitions

Policy statement

At Handsworth Pre-School we treat all children as individuals. We aim to support their development and growth in line with their own needs and interests. We recognise that all children go through periods of transition whilst they are with us. We aim to support children through these phases of change and growth, so that they are positive experiences for which the children are prepared.

Settling In

Children may need emotional support to separate from their main carer. They may need physical support - learning where everything is, help with toileting, hand-washing etc. New children will not necessarily understand our routines or practice. A positive relationship will need to be built with both the child and their family.

At Handsworth Pre-School we:

- aim to develop and nurture positive parent partnership;
- provide a key person for each child/family to enable effective settling-in,
- support children to know our routines.

Some children will need adult support at (in particular) tidy up time; small group activities; and songs and story group time. Small group activities and songs and stories can be tailored to reflect the needs of individuals. Adult support will be provided where it is appropriate to do so. In the very early days, children who find such activities very difficult will be supported one-to-one elsewhere as far as practicable, with the aim of integrating them into the group slowly but surely.

'Comfortable and Confident'

This is the phase we expect when children have settled fully to Pre-School - our environment, staff, children and routines. Children may need occasional support, for example, when they are poorly or upset.

Whilst children are settled with us, their Key Person will be planning to meet their learning needs. Children are encouraged to take part in our daily activities and in a range of 'special events' delivered over the academic year.

Children are supported to show increasing independence in choosing their own activities and in managing their health and self-care needs (toileting, etc).

Children will be encouraged to take an increasingly participative role in small group activities and in songs and stories. They will be supported to build positive relationships with adults in the setting and with their peers.

Parents are kept informed of and involved in their child's development.

Moving On

Children move on to other settings throughout the year, and to school at the end of each academic year. Children and families will be supported in preparing for the move to a new setting/school.

At Handsworth Pre-School we:

- will establish higher expectations, particularly of our 'older' children who are moving to Reception Classes. We aim to provide these children with opportunities to be role models for younger children, boosting their self-confidence and self-awareness;
- encourage all children to participate or lead activities, with reducing adult support and responding to adult instructions and verbal prompts;
- help raise the child's awareness of their new school or new nursery school through daily activities; sharing books; small group activities; sharing photos and talking about their new setting/school as appropriate.
- We will support parents in helping their child make the transition to a new setting. We ask parents to confirm, in writing if possible, the new school/setting for their child. We then provide a 'transition form' for each family, written in partnership with the family. This provides a summary of the child's learning development and outlines next steps. A copy of the transition form is sent to the receiving organisation, a copy is given to the family, and a copy is kept at Pre-School.
- If a family tells us that their child, who is of school age, is or will be 'home schooled', we will inform the Local Authority in line with their published Admissions guidance.
- Sometimes we are not able to discuss the transition form in advance of your child leaving and starting at a new setting, due to family circumstances or short notice. If this is the case, we will forward a completed transition form to the new setting/school and will send a copy to the parents. If the parents wish then to discuss the transition form, they can contact us no more than one calendar month after your child's last day with us.
- We give the child's Early Learning Record to the family. Usually on their last day.

Role-Models

We recognise that children returning to Pre-School after the summer break will also be managing a transition. We recognise that these children may need to build new friendships on return to Pre-School. Some children may need support over the summer holidays to enable them to settle in quickly once they return to Pre-School in September. To help these children make this transition we will:

- prepare 'summer books', using images of the Pre-School and the child at play, to help them remember activities over the summer;
- prepare an end of year summary, in discussion with parents, outlining the child's learning and development and next steps;
- support children in building new friendships as new children settle in to Pre-School;
- encourage and support children to build their confidence as 'role-models' for younger children.

Children with Special Educational Needs and/or Disabilities (SEND)

We provide additional support for children with SEND who are moving on to new settings. We will work with the child, family and receiving organisation to ensure a timely planned programme is in place to support the child's transition. We expect to provide more time to prepare a child with additional needs for their transition; and to engage with other professionals in doing so. It is expected that the Special Educational Needs Co-ordinator (SENCO) will lead this work, with the support of the child's Key Person.

The SENCO will work with families of children with a diagnosed special need who are planning to start at Pre-School. Again, it is expected that more time will need to be given to children with SEND to prepare to start at Pre-School. The SENCO will provide the main point of contact for the family and will discuss with them the most appropriate way to support their child. These can include:

- programmes of visits before a child starts;
- discussions about the child's specific needs and how Pre-School can respond;
- discussing the role of staff - in particular the Key Person and/or a Learning Support Assistant as appropriate;
- the development of a 'summer' or 'Pre-School' book or other resources as appropriate to cover the 'summer gap';
- considering with the parent the role they want to play in supporting the child in settling;
- discussing the role of other professionals in supporting provision for the child.

The aim is always to help the child settle quickly and fully to Pre-School life so that they can become 'confident and comfortable' in the setting as quickly as is appropriate.

Changes to Family Circumstances

We recognise that both happy and sad changes can occur in families whilst their child is at Pre-School. We recognise that during such times, children may need additional support to manage their feelings in response to events. We recognise that each family is different and will work closely with them to plan for, and meet, the needs of their child whilst they are at Pre-School. In particular, the child's Key Person will work closely with families experiencing significant change to help their child quickly become, or remain, happy and settled. Where appropriate, the SENCO can refer a family to outside services or professionals that may be able to provide targeted support and/or advice.

This policy was adopted at a meeting of	Handsworth Pre-school	name of setting
Held on	4 June 2018	(date)
Date to be reviewed	3 June 2019	(date)
Signed on behalf of the management committee		
Name of signatory	Elizabeth Kent	
Role of signatory (e.g. chair/owner)	Chair	