Transitions policy

Windmill Pre-School is fully committed to the welfare of each child. Care and attention is given to each stage of the child’s transition to, through and beyond Pre-School.

**Aims**

This policy is intended to support children, staff and parents and carers at key transition points. The aim of this policy is to create smooth transitions within Pre-School, between home and Pre-School, between Pre-School and home and between Pre-School and other Early Years settings. This may also include transitions in the child’s home environment, such as family breakdown, moving home, or death of a family member.

Any transition in a child’s life can be challenging for the child and we will ensure that the child’s needs are put first when working with parents/carers and other professionals.

**Supporting transitions in the Pre School**

The Pre-School will support all children with any transitions they may be encountering. The staff will be sensitive to any changes in their key children’s behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in their character.

If the transition relates to starting Pre-School we will follow our *Settling in policy*. If the transition is due to occur whilst the child is in Pre-School, eg, moving rooms or starting school then we will fully support the child through this process in the following ways.

**Transition from class 1 to class 2**

Class 2 staff will aim to spend time in class 1 during the last half of the summer term to make themselves familiar with the children that are transitioning through. All staff cover lunches therefore most of the children will already be familiar with them. This gives a further opportunity to build on this relationship and for class 2 staff to get to know the children transitioning through in a play-based environment. The children will also spend time in class 2 during a morning session to familiarise themselves with the room.

Class 1 staff will meet with class 2 staff to pass on important and relevant information about each child, e.g. their achievements, needs, likes and dislikes, peers, and how they like to learn. Parents will be informed during the last half of the summer term if their child is transitioning through to class and will be given the opportunity to meet the class 2 staff during the first half term of the autumn term where they can pass on any further information they feel will be useful about their child. They will also be asked to complete an ‘all about me’ which again gives the staff more information about their child. If we know the children’s likes and dislikes we can better provide for their interests which in turn enables their child to comfortably settle into class 2.

Each child will be assigned a new key person who will spend time getting to know them.

**Transition from Pre-school to School**

Starting school is a huge transition for both the children and the parents and Pre-School will do all they can to facilitate a smooth transition. We have a variety of methods to support this.

During the last half of the summer term class 2 will have a role play area set up as a school that will include uniform from all the feeder schools and - where possible - pictures of inside the schools, teachers and teaching assistants. This allows the children to familiarise themselves with the new staff in an environment they already feel comfortable in. It also allows for school type role play that can help raise and answer questions that the children are feeling anxious about.

Pre-School will invite the foundation teachers in from all that years feeder schools to allow the new teachers to meet the children in an environment they feel comfortable in. Pre-School has very good links with Brill school and throughout the year class 2 use the school hall for ‘music and movement’, they also play in the school playground afterwards. Throughout the year class 2 also use the school field. Brill School’s Foundation teacher and Head teacher are also invited to come and read stories to class 2.

During the last half of the summer term class 2 spend an hour a week – usually in the afternoon – playing in the school’s Foundation class room and garden. Class 2 staff will take the children, stay with them and bring them back to Pre-School. The Foundation teacher may also spend time with the children. All children who are not going to Brill school will still be invited to join these sessions, however they can play in class 1 while class 2 are at the school if this is the parent’s preference.

Class 2 will usually be invited to experience a lunch time at school, either with the rest of the school or just before the school use the hall for lunch. This familiarises the children with the lunch time routine in school.

Each feeder school are given the opportunity to have a copy of the child’s development tracker and end of year report. Brill school’s Foundation teacher will meet with the class 2 staff who will pass on relevant information about each child, e.g. likes, dislikes, how and where they like to learn, peer groups, and who normally drops off and collects the child.

If there are any safeguarding concerns or any historical safeguarding issues the child’s safeguarding chronology will be passed onto the relevant personnel at the school. In any situation regarding a safeguarding issue Pre-School will follow our *Safeguarding policy*.

Any information with regards to children with any additional needs will be passed onto the relevant personnel at the new school in line with our Data Protection Policy.

When a child leaves Pre-School parents will have a final parent’s consultation and they will be given their child’s folder containing their child’s learning journey along with their child’s end of Pre-School report.

**Transitions from Pre-School to and from other Early Years settings**

If a child is transitioning to or from another Early Years setting the Pre-School will aim to contact the setting to obtain relevant information with regards to the child holistically as well as developmentally. If the child is new to the Pre-School this information will aid to inform the developmental starting point, if needed and will enable Pre-School to provide for the child according to their interests.

Any safeguarding concerns will be passed on in accordance with the Pre-School’s *Safeguarding Policy*.

If needed a visit can be arranged with the other setting.

**During Covid – 19 Government guidance will be followed.**

**During this time, we may not be able to follow all steps from the transition to school as described above. Visits to the school hall for music and movement, taking the children to the reception garden on a regular basis or new teacher coming in the setting to spend time with the children might not be able to take place.**

**During this time, we will work closely with school to find ways to support our children with the transition to school.**

**This policy was written and adopted on 24th April 2019**

**This policy was reviewed and amended on 27th April 2021**

**Bryony Smith – Chair of Windmill Pre-School Management Committee**

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**Claire Baker - Manager of Windmill Pre-School**

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