**Procedure Title - Early Years: Transition within the Early Years Services**

<table>
<thead>
<tr>
<th>Lead Officer</th>
<th>Name: Jane Rough</th>
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<td>Designation: Manager Early Years and Childcare Services</td>
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<td>Tel: 469 3030</td>
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<td>Lead Service Area</td>
<td>Early Years and Childcare</td>
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<tr>
<td>Last Review Date</td>
<td>May 2011</td>
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<td>Implementation Date</td>
<td>February 2012</td>
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<td>Review Date</td>
<td>May 2013</td>
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<td>Date Agreed</td>
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<td>Agreed by</td>
<td>Children and Families Senior Management Team</td>
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<tr>
<td>Has <strong>Screening for Equality Impact</strong> been undertaken for this procedure</td>
<td>Yes/No: Yes (please specify)</td>
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<tr>
<td>Date</td>
<td>14th February 2012</td>
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<tr>
<td>Has <strong>Implementation and Monitoring</strong> been considered for this procedure</td>
<td>Yes/No: Yes (please specify)</td>
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<tr>
<td>Date</td>
<td>14th February 2012</td>
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<tr>
<td>If appropriate has Health and Safety section had oversight of this procedure</td>
<td>Yes/No: N/A (please specify)</td>
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<tr>
<td>Name of Health and Safety contact</td>
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**Definition:** Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

This document may be out of date if printed, the latest version is available on the Council Intranet.
1. **Purpose**

This procedure defines the types of transitions that young children have within the early years service. The purpose is to ensure we “Get it Right” for children at these important times in their lives. The procedure will ensure and sustain consistent high standards of transitions for children. Good transition is vital to all children, from the earliest stages of their lives and forms a basis for successful coping with change and developmental milestones. This procedure contains examples of the paperwork currently in use in centres. Further paperwork related to children’s progress in early literacy and numeracy may be added in future. We will take into account of national advice to report on health and wellbeing.

There are six main sections relevant to the transition of children from home into centres and nurseries, between centres and nurseries and into primary school.

The procedure is an aid to implementing good practice with children and their parents/carers, taking account of the changes for all members of the family. If parent/carers are involved with their children’s transitions contained in this document, they will be helping their children learn to cope with change throughout their lives.

1.1 **Effective transitions:**

- Establish effective and co-operative relationships between children, families and staff;
- Support each individual child's development as a 'successful learner';
- Involve a range of different people in the process;
- Are carefully planned and evaluated;
- Are flexible and respond to changing situations and needs;
- Are based on trust and respect between staff, families and children;
- Rely on two way communication between staff and families;
- Take into account the contexts of the community and individual families and children within this.

1.2 **Children are most likely to make a successful transition when:**

- Their views are sought and taken into account.
- They are able to visit their new setting on a number of occasions.
- They are given opportunities to get to know new adults they'll be working with before moving to their new setting.
- They move with friends / children they know already.
- There is good communication between home and staff.

2. SCOPE
This procedure details the standards, principles and actions that should be taken by all staff in early year's settings:

- Transition from home to Child and Family Centre / Early Years Centre
- Transition from home to nursery school /class / centres
- Transition between rooms (within centres)
- Transition between establishments
- Transition from centre to nursery
- Transition to primary school

3. DEFINITIONS
Transition is a process or period in which a child undergoes a change of setting passing from one stage to another.

4. ACTIONS

4.1 Transition from home to Child and Family Centre

- A letter is sent to the parent/carer after the admissions group offering a place and start date of the agreed service
- A Senior and/or keyworker arrange a joint home visit.
- The visit should include a risk assessment for working in the home.
- Written information about the centre including the induction process should be given to the parents/carers.
- Further home visits may be appropriate to build relationships with the family.
- The number of visits made to the centre by the family prior to the starting date will be agreed through discussion with the family.
- The keyworker will liaise with other agencies involved.
- On the start date the keyworker will meet the parents/carers and child as they arrive and ensure they are introduced to other staff and children.
- The settling in time will be negotiated to meet the needs of the family
- At the settling in meeting the keyworker will go through the procedures and practices in the centre such as file keeping, children’s planning meetings and access and retention of records.
- After six weeks a child’s planning meeting will take place to discuss the settling in and the future plans of the placement. (Getting it Right for Every Child).
4.2 Transition home to nursery school/class

- A letter is sent to the parent/carer offering a place and start date.
- An induction meeting will be arranged to gather information from the family about their child and introduce the family to the nursery staff and the setting. A member of the team will explain the procedures and practices in the nursery such as recording, children’s planning meetings and access and retention of records. Written information about the nursery including the induction process should be given to the parents/carers.
- On the start date a member of the team will meet the parents/carers and child as they arrive and ensure they are introduced to other staff and children. They should be shown round the nursery ensuring they feel familiar with their surroundings e.g. they know where to hang their belongings etc.
- The settling in time will be negotiated to meet the needs of the family
- Regular updates and information sharing with parents should be planned.

4.3 Transition between rooms

The process of moving into another room within the centre should involve the parent/carers. This helps them develop skills in supporting their child to cope with change.

The transition process may include:

- The identification of relevant new staff
- The current staff organising a child’s planning meeting and the child’s plan is adjusted to reflect the transition process
- The child’s plan should cover the following:
  - Arranging a visit for the child and parents/carers to the new room to meet staff and children
  - Sharing information between staff and parent/carer. This might involve a few meetings.
  - The number of visits and length of settling in time will be determined by the needs of the child.
  - A moving date will be set and a leaving party organised to mark the occasion.
  - The Child’s Personal Learning Plan/ “All about me (Birth to Three) will be passed to the new staff with a summary of progress, achievement and next steps under the heading literacy, numeracy and health and wellbeing
- The child’s plans will be regularly reviewed.
4.4 Transition between establishments

- A child may need to transfer to another centre for various reasons
- A new child’s plan should be drawn up between staff and the parents/carers to help the child and family move with as little disruption as possible. The consistent use of the MyWorld Triangle is recommended to help embed the practice and familiarise parents and carers with the process
- A visit will be arranged for staff from the receiving centre to visit the child in the playroom prior to the move.
- A visit to the new centre by the family, supported as required.
- Sharing information between staff and parent/carer, this might involve more than one meeting
- The number of visits and length of settling in time will be determined by the needs of the child.
- A moving date will be set and a leaving party organised to mark the occasion.
- The child’s Personal Learning Plan / “All about me” will be passed to the new staff with a summary of progress and next steps
- The child’s plan will be regularly reviewed.

4.5 Transition from Child and Family Centre / Early years Centre

- At the child’s planning meeting six months prior to a child moving the keyworker should clarify with the parents/carers that a child is enrolled in nursery. Families may wish support and advice when doing this. Decisions at this stage should also include any Additional Support Needs and the audit process.
- A further child’s planning meeting should take place 2 months prior to the child moving on. Receiving nursery staff should be invited and the child’s plan is adjusted to reflect transition process
- A visit for staff from the receiving nursery to visit the child in the playroom prior to the move where possible
- A visit to the nursery by the family supported as required.
- Sharing information between staff and parent/carer, this might involve a few meetings. Parent/carers will be made fully aware of all information passed on to the nursery.
- A moving date will be set and a leaving party organised to mark the occasion.
- During the transition period there should be ongoing visit, discussions about the nursery and the use of photographs and drawings
- The child’s Personal Learning Plan/ “All about me” (Birth to Three) information will be passed to the new staff with a summary of progress, achievement and next steps under the headings literacy, numeracy and health and wellbeing.
• Child’s Personal Learning Plan/ “All about me” (Birth to Three) should then be given to parents / carers.

• Continuing support by centre staff should be negotiated. Consideration might need to be given to onward referral to other agencies as required. Again, the MYWorld Triangle will be helpful at this stage

4.6 Transition from all establishments to primary school

• In November prior to a child moving the keyworker should clarify with the parents/carers that a child is enrolled in school. Families may wish support and advice when doing this. Decisions at this stage should also include any Additional Support Needs and the audit process.

• A child’s planning meeting may take place in April / May prior to the child moving on. Receiving school staff should be invited and the child’s plan adjusted to reflect transition process.

• A review of the Individualised Education Programme (IEP) or Additional Support Plan where there is one in place.

• A visit for staff from the receiving school to visit the child in the playroom prior to the move where possible.

• Visits to the school by the child and family supported as required.

• Sharing information between staff and parent/carer, this might involve a few meetings. Parent/carers will be made fully aware of all information passed on to the school.

• A leaving party should be organised to mark the occasion for all children.

• During the transition period there should be ongoing visits, discussions about school, use of photographs and drawings

• The child’s Personal Learning Plan will be passed to the new staff with Pre-school – Primary 1 Transition record and profile (appendix 1)

• Continuing support by early years staff should be negotiated. Consideration might need to be given to onward referral to other agencies as required.

5. RESPONSIBILITIES

Early years staff within settings are responsible for ensuring the actions for children are taken at transition times and are accountable for standards of practice. Headteachers and Centre Managers are responsible for ensuring the quality of the transitions and practice of staff.
6. POLICY

Curriculum for Excellence: preschool into primary transitions

7. ASSOCIATED DOCUMENTS

- Curriculum for Excellence
- Supporting successful transitions video
- PDF file: A Seamless Transition, Fabian, H (2000) (36 KB). This paper is concerned with children's induction to school and the way in which schools welcome pupils at the start of formal schooling
- Getting it Right for Every Child
- The Early Years Framework
- Pre-Birth to three: New national guidance
- Birth to Three Framework Edinburgh Council
- Records Retention Schedule 02 Children and Family Services
- Record Retention 10 Education and Skills
- Records Management and Security of Service Users Files
- Guidance on deferral etc
8. RECORD KEEPING

When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

<table>
<thead>
<tr>
<th>Record Title</th>
<th>Location</th>
<th>Responsible Officer</th>
<th>Minimum Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Document from Nursery to primary</td>
<td>Early years setting</td>
<td>Headteacher/Manager</td>
<td>Placed in Pupil progress record (PPR)</td>
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<tr>
<td>Birth to Three summary sheet</td>
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<td>Headteacher/Manager</td>
<td>5 years from when child leaves the centre</td>
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<tr>
<td>All remaining records</td>
<td>Early years setting</td>
<td>Headteacher/Manager</td>
<td>5 years from when child leaves the centre</td>
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Appendix 1  Transition Report

Appendix 2  Pre-Birth to Three Framework Edinburgh Council and supporting documents.

Appendix 3  Getting it Right for every child.