**Transition Policy**

Transitions can be very anxious time for a child; it is our ambition that all transitions for children are smooth and successful. We will ensure that the arrangements are in place to support transition, that they are effective with lines of communication open to get it right for every child.

“Research shows that the way in which the transitions are first handled could potentially have significant impact on child’s capacity to cope with change in the short and long term. Transitions can provide exciting opportunities and also new challenges.” Pre – Birth to 3

**Aim**

To support children and their families in making transitions successful by working collaboratively with children, families, colleagues and other agencies. We aim to personalise transition for all the children.

**Objective**

 Each transition made will be treated individually with careful planning according to the individual child, therefore securing a positive outcome for all.

**Home to Nursery**

****Staff / practitioners will complete enrolment procedures to begin to foster a positive relationship between the nursery, child and their family.

Children will then receive an invitation by post to join their key group.

Staff will build on prior knowledge of the child respecting that a parent / carer knows the child best, to enhance the chances of continuous progression in the child’s learning.

 To achieve positive outcomes for the child staff will comply with the Settling In process according to the policy.

**Transition throughout Nursery**

****A small group of staff will collaborate with their colleagues and carefully plan a positive transition programme (Learning Together) that will support all children.

To maintain continuity this will be the role of specific staff for each programme.

Throughout the Learning Together group children will have the opportunity to spend time in their new playroom participating in both free play and planned learning experiences.

The child’s learning will be recorded in their profile to be shared with their family, allowing meaningful positive experiences to be shared.

Parents and Carers are also invited to visit the new playroom to relieve any anxious feelings they may be experiencing, this will promote an overall sense of well- being for the individual family.

Each parent /carer and child’s voice is recorded each time Learning Together groups are complete to allow nursery to evaluate practice and continuously develop our practice for a positive impact.

If a child attends another ELC setting measures are put in place that allow the practitioners to understand the needs of that individual child.

**Nursery to School**

****A primary nursery liaison group is formed with the local schools and nurseries in the area to plan for effective transitions. At this point practitioners and teaching staff will collaborate on the best way forward for the children beginning the next stage of their educational journey.

Enhanced transitions are considered where necessary –see Inclusion policy.

Close working relationships have been developed with the school on campus. Examples include:

 Paired reading , playground visits, lunch visits, attending concerts and important school events, inviting primary school children to join us in specific learning experiences and buddy system.

Practitioners will share their professional judgement and any written transitional information with the receiving school with the aim to have as successful a transition as possible, supporting children to become successful learners, effective contributors, and responsible citizens and confident individuals.

*“Transitions are times of change; they are part of every day life and take place from the earliest of years” Experiential Play*

**Health and Social Care standards : 3.5, 3.10**