



## Early Years Foundation Stage Transition Policy

### Policy statement At Roman Road Primary School

We organise transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff.

We also want parents to have confidence in both their children's well-being and their role as active partners with the setting. We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

Mrs Nijabat is responsible for ensuring the Transition Policy becomes effective practice who will be required to reflect on the transition practice as part of the setting self-evaluation process on an annual basis. We will continue to build on good relations with other settings and schools within the area, as well as other professionals to make it easier to access help and support for children who have identified additional needs as they enter our setting.

## Procedures

We have a person who has responsibility for coordinating our transition policy. That person is Mrs R Y Nijabat

### At point of entry to our setting:

- ✚ We have a written welcome procedure, which includes the collection of essential information through registration forms as well as information from the parent about the child's needs, likes and development.
- ✚ We encourage parents to visit with their child as part of the settling in process. Please see our Settling-in Policy.
- ✚ Our brochure is designed to be an effective welcome document. It aims to answer parent's frequently asked questions, is easy to read and can be translated for EAL families.
  
- ✚ We invite parents, carers and children to our induction day to meet with their key person where possible and staff in the early years, in a relaxed atmosphere before the child starts at our setting.
- ✚ We provide 'All About Me' booklets to encourage parents to give us a range of information about their child's development, needs, routines, likes and dislikes.
- ✚ We display information for parents about what happens in our setting. These include photographs of children at play.
- ✚ We encourage parents to supply photographs of their child and family to display in their Learning Story. This helps the child to keep home in mind and shows families that we value them.
- ✚ We are happy for children to bring a favorite toy, comfort item or other transitional object with them from home.
- ✚ Parents and children have the opportunity to spend time getting to know their key person.
- ✚ The environment in our setting reflects the needs and interests of each child.
- ✚ The key person in the preschool and nursery is aware of the likely emotional needs of the child.
- ✚ We collect information at point of entry about any other professionals who are involved with the child and family.

- ✚ We ask for parental permission to work with other professionals, before entry to ensure that the setting is ready to meet the child's physical, emotional, social and learning needs.
- ✚ We have a procedure for sharing information about a child who attends more than one setting.
- ✚ We give parents information about why this is important and (their key person) has responsibility for liaison with the other setting/carer.
- ✚ The Teacher /key person is usually responsible for telling the parent or carer about events in the day that have been important for the child.
- ✚ We use observation and assessment to plan for each child's learning and development. All those involved with the child share this information in the child's 'Special Journey'.
- ✚ We encourage parents and children to look at and to add information to the children's Special Folders.
- ✚ We take photos of activities and events to show parents what happens in our setting for their Special Folder and displays.
- ✚ Communication is promoted with families by using a variety of methods, for example, newsletters, open sessions, meetings, parents' boards, informal conversations, fund-raising events, and outings.
- ✚ We work with parents as equal partners with, for example, Individual Education Plans (IEP) and Common Assessment Framework (CAF). We ask for permission before sharing information with other professionals.

### **At transition to a new setting, or transition into school**

- ✚ Parents are welcome to visit the school prior to applying for a place at our school
- ✚ We will discuss and talk to parents and children about the application for a place in the setting/school.
- ✚ We ask parents for permission to contact the new setting to share information about the child's needs and interests.
- ✚ Where possible we invite a staff from the new setting to visit the child in our setting prior to the move.
- ✚ We ask parents to tell us about the school place that has been given to their child. We invite school staff to visit their 'new' children in our setting and we talk to key staff about individual children's needs.
- ✚ We complete a copy of the Newham Council Record at Transfer to School for each child in the half term prior to school entry. This is completed with the child's parents and sent to school before the end of the term in which the child starts school.

### Transition from Home to Nursery

Transition from home to our Nursery begins months before children enter our setting. We completely understand that this may be the first time a child has left their parent/carer and vice versa so we carefully plan many transitional activities to support all in their first experience in school.

#### **Activities include:**

- ✚ Parents and their children are invited to look around our Nursery setting and ask questions.
- ✚ There are induction day at the beginning of the autumn term and parents can ring the school and make an appointment at any time.
- ✚ **Home visits-** Practitioners from the Nursery visit the children in their home environment before they start in the Nursery.
- ✚ **Welcome induction day in the summer term-** children starting Nursery in September are invited into the Nursery with their parents
- ✚ **Stay and play-** Children are invited to come and spend some time in the Nursery with their parent, just before they begin
- ✚ **Staggered entry-** children start at different times and for different amounts of time depending on the child's needs and time they take to settle. Procedures are in place and are individualised to each child.
- ✚ Nursery teachers to discuss how their child has settled and their next steps.
- ✚ Other 'Learning journey' meetings are organised throughout the year

### Transition from Nursery to Reception

We recognise that for children moving from Nursery to Reception is a big transition as it is a time for many changes. For some this will be their first time being in school all day, having lunch in a hall, being in a different classroom and outside space, taking part in Forest school etc. Although Children are still being taught within the Early Years Framework, the Reception day is much more structured than the Nursery day that they are used to. To ensure that there is a smooth transition and children enjoy and look forward to coming to Reception, many planned activities are in place;

- ✚ **Collaborative exchange and meeting where possible** - Practitioners invited from all Nursery settings that have children
- ✚ coming to Roman Road from their Nurseries are invited to a meeting where they can share information about their children, teachers and Phase leader

- ✚ Home visits- new children attending our school will be visited by two members of staff from reception will visit the children in their home environment before they start in the reception class.



**Induction Day/Welcome-** all children and their parents entering Reception are invited to this event. They will meet Senior Leaders, The phase leader, reception class teacher and other members of staff that they may see when their child comes to Reception. At this meeting parents are given an information pack containing everything they need to know. Parents can also ask questions, buy school uniform and visit reception classroom.

- ✚ In the summer term 2 children taken to their new classes to meet and familiarising with their teachers and the opportunity exploring their new class room and outdoor environment
- ✚ In September, the first 2 weeks are dedicated to **parent/child settling in period**. Parents are able to stay for a short while with their child to come and spend some time in the classroom and have the opportunity to get to know the about the class routines and timetable.
- ✚ **Staggered entry-** children start at different times across the first two weeks of
- ✚ If a child has difficulty settling an individualised transition plan is put in place

### Transition from Reception to Year 1

We recognise that for some children moving from Reception to Year 1 is a huge transition. Children move from being taught within the Early Years Framework to the more formal approach of the School Curriculum. We recognise that Key Stage 1 is different; our aim however is to approach this transition in a carefully planned way making sure that it is not too different too quickly.

### **Summer Term before Reception move to Year 1**

- ✚ Summer term Reception teachers meet with Year 1 teachers to moderate Early Years Foundation Stage Profile. This is to ensure that Year 1 teachers fully understand the end of year data and gaps analysis.
- ✚ Year 1 teachers meet with Reception teachers to discuss individual children

- ✚ Year 1 teachers to visit the children in Summer 2 with the Reception class which they will teach in Year 1. This time will be spent getting to know children.
- ✚ Transition morning, whole school procedure whereby each class moves up to meet their new teacher for one hour in Summer 2.
- ✚ Children in Reception to prepare work to be displayed in the year 1 classrooms- so there is some familiarity
- ✚ Children are shown around new class areas, toilet area and spend time in the KS1 playground
- ✚ Children take home photographs of their new class and area - cloakroom, toilets, playground

**We offer the following additional support for more vulnerable children and families.**

- ✚ Our Equality and Diversity Policy identifies the procedures for transition for children with additional needs.
- ✚ We ask for parental permission to contact other professionals before entry to ensure that we are ready to meet the child's physical, emotional, social and learning needs.
- ✚ We collect information at point of entry from any other professionals who are involved with the child and family.
- ✚ We welcome professionals who support individual children to work in our setting where appropriate.
- ✚ We make referrals to other professionals where appropriate and signpost families to services provided.
- ✚ We work with parents as equal partners with, for example, IEPs and CAF.
- ✚ We offer families the opportunity to attend a transition meeting at points of entry. (Home to pre-school, nursery to reception class). There may be occasions where other professionals take the lead on CAF's or transition meetings for a child. At these times we work closely with these colleagues.
- ✚ The school SENCO makes an application for additional funding if we believe a child has a sufficient level of identified need with parental permission.
- ✚ We contact and work with the appropriate professional for vulnerable groups. This includes English as an Additional Language (EAL), Portage, Gypsy, Roma, and Traveler children (GRT). This includes family support

from Children's Centers prior and during entry to our setting or on transfer to school.

- ✚ We have a flexible approach with those children who are highly mobile, for example GRT, Forces and Migrant Families.'
- ✚ Each child in our setting with complex medical needs has a Care Plan, which is shared with all those who have contact with the child.
- ✚ We assess and modify our environment to ensure that it meets the needs of the child.

Signed on behalf of Roman Road Pre-school

Date: May 2017 Mrs R Y Nijabat

May 2018