

FRAMEWORK FOR A POLICY ON TRANSITION

DEFINING THE TERMS

What is meant by the term transition in relation to your setting?

e.g. Transition in this policy describes the movement of children from one learning environment to another. This can be from home to pre-school or nursery, from the baby room within the pre-school to the 2-5yrs room, from pre-school to nursery or from nursery to school.

AIMS FOR THE POLICY

What does your setting want the policy to achieve?

e.g. We want our children to experience a smooth transition from one phase/key stage to the next, so that

.....

PRINCIPLES THAT UNDERPIN THE POLICY

'A high quality early years experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all settings and that children's social, emotional and educational needs are addressed appropriately.

Transitions should be seen as a process, not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings'

The Early Years Foundation Stage Practice Guidance 2008.

What principles underpin your transition policy?

e.g. We will:

- *share approaches to development & learning with regard to the EYFS and these will be harmonised between settings at the point of transition*
- *share information with the next setting to ensure continuity of experience and support for the child's development and learning*
- *value information passed from the previous setting and use it to support the child's development and learning*
- *use.....(puppet/?), as a shared resource to support exploring all aspects of transition with children*
- *listen to children and involve them in the process of their transition using.....(puppet/?), 'All about School' and 'All About Me' books*

- *communicate effectively with parents/carers, to build partnerships and to explore and value their perceptions and experience of transitions*
- *make time and provide opportunities for children and parents/carers to familiarise themselves with the new environment and to start building relationships with key members of staff*
- *enable the key person to visit the child and parents/carers in their home to build relationships, give information and the opportunity to ask any questions they might have*
- *develop close relationships with Reception teachers in the local Primary schools, childminders and practitioners from other early years settings in the community*
- *plan for communications and support for transition throughout the academic year with all our link settings*
- *actively share our transition plan with support agencies and the wider community*

EQUAL OPPORTUNITIES AND INCLUSION

How does your transition policy promote equality of opportunity and inclusivity?

e.g. The children and parents are actively involved in the process and their experiences of transition are monitored, evaluated and reviewed

There are clear communications and forward planning for children with additional needs.

We give extra support as appropriate, for children who have an identified SEN or for children who may be anxious or vulnerable during the transition process, using..... (puppet/?) as a transition resource.

We adapt our 'All about School' and 'All About Me' books to support children and families for whom English is an additional language.

Who is responsible for implementing this policy?

How will the impact of the policy be monitored?

e.g. children and families will be asked about their perceptions and experiences of transition.

There are clear processes for monitoring the impact of new environments on children's development and learning .

Signed.....

Date.....

Review date.....

With thanks to Gainsborough Children's Centre for help in writing this Policy Framework for Transition.