

Transition Policy and Procedure

Bus Stop Pre-School is a part of a group that is made up of local Infant Schools, Pre-Schools and Nursery's called Lighting Up Learning. One of the groups aims is to support children's smooth transition into Infant School by childcare providers working and communicating effectively together.

Bus Stop Pre - School recognises that Transition is an important process for all children and their families. We consult with parents/carers and children before and during the transition process. We take the lead from the children and understand how important it is to listen to their thoughts, worries, fears and excitement about moving on. We make time to communicate with children during our circle times, at quiet moments and through general conversations. We consult with parents/carers by holding Parent/carer Evenings and also through general every day conversation. We endeavour to create a welcoming environment where children and their families feel confident to share their thoughts and feelings.

At Bus Stop Pre-School we do not have separate areas/rooms for the different age groups within the setting. All children and staff work together and it is our aim to ensure children's Key Persons remain with them until they are ready to move onto School or leave the setting, enabling staff and families to create positive partnerships.

On joining Bus Stop and before beginning the Transition process parents/carers are asked for their permission for Bus Stop Pre - School to share information about their children's progress with other settings. Please refer to the Child Record form.

Bus Stop Pre-School is registered on the Surrey Directory of Providers, this means that we receive Book Start packs and the 'Is your child starting School in September' leaflet for each child/parent. These are given to all families in the year before a child is due to start School.

To support the smooth transition for children and their parents/carers to a new setting/School, Bus Stop Pre - School follows the below procedures:

Children moving on to an Infant School or new Early Years setting:

Please note that this Transition usually takes place in the summer term.

- In the Spring term remind all parents/carers to notify their child's Key Person when they have received confirmation of their child's School place for September.
- Refer to each child's Child Record form ensuring permission is given to share information with other settings. If consent is not given, explain the settings

responsibility and importance of sharing information with other childcare providers.

- Discuss the Transition process with parents/carers and the child. Listen to their opinions, concerns and thoughts.
- Contact the local Schools/new Early Years setting. We invite/welcome teachers/EY practitioners to meet the children during a session. Parent/carers are invited too. This enables Bus Stop, the children, parents/carers and teachers/EY practitioners to share information.
- Organise separate Transition visits with parent/carers, teachers/head teachers/EY practitioners and outside agencies to share information about children with a Special Educational Need and Disability and to share Safeguarding Children and Child Protection information. Ensure parents/carers understand that it is the settings responsibility to share this information.
- Transitions to Infant School - Contact the local schools to arrange a visit and a tour of the School with the children. We believe this enables individual children to walk around their new classroom/playground and build their confidence about moving on. Parents/carers are invited along too and a group photo is taken to recall the visit. We visit local Schools within walking distance with the children and Schools that are not local we ask the parent/carer to take photographs of the School enabling us to share them with their child.
- Transitions to Infant School - Parents/carers receive a copy of the Parent Information leaflet relating to Transition, created by Lighting Up Learning group. The leaflet provides parents/carers with information of how they can help prepare their child for School.
- Make packed lunches/School dinners with all the children. This helps to encourage conversation with the children about eating at School and what it might be like.
- All children access the Lunch hour as part of their normal routine. We believe the lunch hour supports the children to develop social skills, table manners and supports independence for example being responsible for choosing the food they like and trying new foods.
- Read stories about starting School and stories about friendships and new experiences. This encourages the children to share their thoughts, feelings and learn new words.
- The role - play area transforms into a Reception classroom. This activity encourages the children to become the teacher and experience what it may be like to be at School. The staff members demonstrate taking the register and ringing the playtime bell. Children are also able to dress up in School uniform.
- Transition forms are sent to children's individual Schools detailing the following:
 - Child details and photograph.
 - SEND, Early Help, Safeguarding information.

- Characteristics of Effective Learning information.
- Prime Area of Development information and next steps.
- Specific Area of Development information and next steps.
- Forest School information and next steps.
- Child and Parent voice relating to starting school.
- School leaver parents/carers invited to Parents Evening in July, giving parents/carers another opportunity to discuss moving on to Infant School.

The procedures above should not be viewed as exhausted, as we understand that every child and family are individual and the process of transition is different for all.

This policy was adopted in December 2011, to be reviewed annually in September.

This policy was reviewed in September 2021, to be reviewed in September 2022.

Signed by Owner _____ Manager _____