

General Welfare Requirement: Organisation

Glebe House School Early Years Staff must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Transitions

4.8 Working in partnership with parents and other agencies to ensure all children have happy and secure transition processes

Policy statement

- We believe that all our children and their families deserve support at points of transition.
- We recognise that periods of transition include major changes such as first entry to our setting and the move to a new setting or into school. We also know that children need support to change rooms or key person and also with day to day transitions such as being welcomed into our setting each morning and helped to share their experiences with parents when it is time to go home.
- We know that we have a statutory duty within the EYFS to provide each child with a key person who should help them to become familiar with our setting and to feel confident and safe within it, developing a genuine bond with the child and family and offering a settled, close relationship.
- We also have a statutory responsibility to share relevant information about a child with parents and other settings that they may attend.
- We recognise that more vulnerable children and families may need additional support at points of transition.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
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Procedures

We have a person who has responsibility for co-ordinating our transition policy. That person is: The Nursery Manager in close liaison with Heads of Year Groups.

This transition policy is closely linked to our Key Person and Settling-in Policy and our Equality of opportunity Policies amongst others – (Please see policies 1.5, 1.12,1.13, 4.1, 4.4, 4.6,)

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.
- Within nursery we require parents to have 3 visits with their child as part of the settling in process and for Reception Children they have a gradual induction process. Please see our Role of Key Person in the setting and Settling-in Policy and [Appendix 1](#).
- Our brochures are designed to be an effective welcome document. Photographs can be seen on our website of our enabling environment, and our welcome books within the EYFS aim to answer parent's frequently asked questions, they are easy to read and we would make efforts to try and translate it if applicable.
- We occasionally offer families a home visit prior to entry. And we invite all parents, carers and children to meet with their key person or reception teacher in a relaxed atmosphere before the child starts at our setting, usually at least 3 times.
- We make 'All About Me' booklets to encourage parents to give us a range of information about their child's development and starting points as well as needs, routines, likes and dislikes.
- We display information for parents about what happens in our setting. These include labelled photographs of children at play.
- We invite parents to supply photographs of their child and family to display in the setting, or make into an individual child's special book. This helps the child to keep home in mind and shows families that we value them.
- We are happy for children to bring a favourite toy, comfort item or other transitional object with them from home, which they can put safely in their individual boxes if they no longer require them till they are next needed.
- Parents and children have the opportunity to spend time getting to know their key person (Nursery Nurse/Reception teacher).
- The environment in our setting reflects the needs and interests of each child.
- The key person is aware of the likely emotional needs of the child.
- The key person has knowledge about the child's home routine and matches this, if possible, with the child's routine in the setting.
- We collect information at point of entry about any other professionals who are involved with the child and family, from documents such as CDC(Child Development Centre – Hospital) Reports and PEP(Personal Education Plans) etc
- We ask for parental permission to work with other professionals if applicable, including Health, ECFS 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 (a named person) has responsibility for liaison with the other setting/carers. Please see relevant consent form.
- The setting manager monitors the effectiveness of daily or weekly communication between parents, child, and different settings where a child attends more than one setting on a regular basis.
- The 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.
- Learning Stories show a child's interests, learning, development and progress through written observations and photos.
- We make our Learning Stories easily available for parents to look through or to borrow by displaying them in a prominent place.
- We encourage parents and children to look at and to add information to the Learning Story and comment and sign that they have read or added to it.
- We deploy staff to allow key people to be available at hand-over times to talk to parents.
- We make photo diaries of activities and events to show parents what happens in our setting.
- We use home/ setting contact books to help us to communicate day to day events with parents.
- We organise displays, open sessions and workshops to help parents to understand how young children learn and develop. We also use these sessions to help parents to enhance learning opportunities at home.
- We promote communication with families by using a variety of methods, for example, weekly newsletters, open sessions, meetings, parents' boards, informal conversations, fund-raising events, reports and outings.
- We work with parents as equal partners with, for example, SPs and EHAP's. We ask for permission before sharing information with other professionals.

At transition to a new setting, or transition into school:

- We 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 practitioner 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 practitioners about individual children's needs.
- We hand out Norfolk County Council information about registering for schools as and when we receive information from them.
- We welcome our local schools making simple books about their school for our book area
- We help our children to explore positive ideas about school by introducing 'school' role-play materials during the summer term.
- We are part of our local EYFS Peer Support Group which aims to meet with other settings to improve transitions throughout the year.

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

- Our inclusion 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 ECFS & Health where appropriate and signpost families to services provided.
- We work with parents as equal partners with, for example, SP's and EHAP
- We offer families the opportunity to attend a transition meeting at points of entry. (Home to pre-school, pre-school to school). There may be occasions where ECFS or Health takes the lead on transition meetings for a child. At these times we work closely with these colleagues.
- We make an application for additional funding if we believe a child has a sufficient level of identified need.
- We would if applicable contact and work with an appropriate Outreach Key Person for vulnerable groups, including, English as an Additional Language (EAL), Portage, Gypsy, Roma, and Traveller (GRT). We may consult with ECFS to see if family support could be provided during entry to our setting or on transfer to school if necessary.
- We have a flexible approach with those children who are highly mobile, for example GRT, Forces and Migrant Families.'
- Looked After Children in our setting have a Personal Education Plan (PEP).
- 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.

Transfer of development records for a child moving to another early years setting or school.

- Using the development matters in the early years foundation stage guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the Seven Areas of Learning and Development.
- The record refers to:
 - Any additional language spoken by the child and his or her progress in both languages;
 - Any additional needs that have been identified or addressed by the setting;
 - Any special needs or disability, whether a EHAP was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan (EHC), and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or transition record, which will follow as applicable.
- If there have been any welfare or protection concerns, a star is placed on the front of the assessment record.

Transfer of confidential information

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in the setting and what was done about them.

- A summary of the concerns will be made to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these.
- Where an EHAP has been raised in respect of any welfare concerns, the name and contact details of the lead professional will be passed on to the receiving setting or school.
- Where there has been a S47 investigation regarding a child protection concern, the name and contact details of the child’s social worker will be passed onto the receiving setting or school – regardless of the outcome of the investigation.
- This information is posted or taken to the school or setting addressed to the setting or school’s designated person for child protection and marked as ‘Confidential’.

Legal framework

- General Data Protection Regulations (GDPR May 2018)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)
- EYFS Framework

Further guidance

- <https://www.schools.norfolk.gov.uk/early-learning-and-childcare/early-years-quality/transitions>
- Various Transition Leaflets in RAG & SEF to hand to parents when applicable

This policy was adopted at a meeting of	Glebe House Trust Nurseries	name of setting
Held on	January 2024	(date)
Date to be reviewed	January 2025	(date)
Signed on behalf of the management committee	<hr/>	
Name of signatory	Susie Pull	
Role of signatory (e.g. chair/owner)	Area Manager Glebe Trust Nurseries	

Appendix 1

Transition from the Nursery to Reception

The transition from our Nursery into the Reception classroom begins early on in the year preceding entry into school. This provides a gradual build up and as a result the children steadily become used to the Pre Prep teachers, children and surroundings throughout their last year in the Nursery resulting in a set of confident children starting school the following September. Children from surrounding nursery schools that have registered with our Reception class are encouraged to join our Spring and Summer Activities so that they have the same opportunities to settle in early at Glebe House School.

Autumn Term

- Becky Playford (Reception Class teacher) and Susie Pull (Head of Nursery) meet and discuss the year ahead and ways of integrating and sharing plans and ideas for the coming academic year.
- Becky Playford joins all children in the ¾ room for lunch at least once every half term
- Parents and children are warmly welcomed along to all school events but are given special invitations to attend the Pre Prep Christmas Play where they can see those children who have only recently left the Nursery perform confidently on stage for an audience.

Spring Term

- During this term Mrs Playford continues to visit the children in the Nursery children and those registered to enter Reception from other Nursery Schools. Nursery children and those registered to enter Reception from other Nursery Schools are invited to the Pre Prep Easter Celebration

Summer Term

- Nursery Children and those registered to enter Reception join the Reception class once a week for a story. They also join Pre Prep for lunch in the Main School Dining Room.
- After Half Term the children who have registered to join us in September continue to come along to the Reception classroom as above. The Reception class teacher also observes the children at play in their current nursery setting and in the Reception class. This closer focus means she gets to know them very well in preparation for the year ahead.
- Reception Teacher meets with Nursery Staff at GHS Nursery and visits other settings as necessary to discuss individual children's needs and learning journeys who will be attending the Reception Class in September.
- Nursery children join the Pre Prep for Sports Day and the Summer Show

- Parents are invited to join Pre Prep with their Nursery aged child for lunch followed by coffee with the Headmaster and Pre Prep staff. This is followed by an **Open Hour** for parents to ask questions, look at books and displays and meet with other parents and carers.
- A Welcome to School booklet is handed to all parents and carers.
- Trial morning in Reception in preparation for September.

Summer Holidays

- Parents are written to with details of the first day of term and asked to complete an EYFS passport for their child and provide details of who they authorise to collect their child in their absence.
- Children are invited to attend Eagle Sports Academy holiday activities.
- Children and Parents are invited to a settling in session on the INSET day where children are shown where their drawers and pegs are. Advice is given about equipment / clothing needed in school and book bags. An explanation is given about the EYFS curriculum and Jolly Phonics