



Transition & Continuity Policy

September 2024

DOCUMENT CONTROL

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Please note that a record of the changes made to the original issue of this document can be found at Schedule 1 after any Appendices to the Policy/Procedure.

Version Number:	Publication Date:	Nature of, and Reason for, Change(s)
1	July 2024	Reviewed and updated

Transition means: - A time of change

As Practitioners we recognise that children experience many transitions throughout their Early Years. Transitions include not just movements between one setting and another in a linear way, but also movements from one room to another within the same setting, moving to a more structured part of the day such as lunchtime, or moving from home to childminder, to nursery and back again all in the course of the same day. When transitions in the Early Years are managed sensitively it lays the foundations for positive feelings towards the many other transitions children will face through life. Practitioners are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children through transitions.

Effective transition is a process rather than an event and should be planned as such. Practitioners demonstrate this by enabling children and their families to become as familiar as possible with where children are going and with whom they will be building relationships, before any move actually takes place.

High quality transitions recognise the importance of feeling “known”. This is key to a high-quality experience for all children in the early years is ensuring continuity between home, key people and all the settings that make up children’s individual learning journeys.

Transitions are opportunities for professional dialogue both within and between settings, as well as with the home. It is the responsibility of all Early Years practitioners to ensure that children feel welcomed, gain a sense of belonging and are helped to settle happily. At points of transition it is valuable to gather the perspectives of all those who have worked with the child and of course the child’s family. These perspectives enable all those involved with the child to plan for their individual needs more effectively.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member
- Death of a family pet

Staff work as part of a key worker system and having built a good relationship with the children will recognise any changes in the child’s personality or behaviour and will be sensitive towards these changes. We respectfully ask that parents to inform us of any changes in the home environment that may impact on their child, so staff can be aware of the reasons behind any potential changes in the child’s character. Howgill Nursery will support all children with any transitions they may be encountering. If the transition is due to occur at the nursery, e.g. room changes, the nursery will fully support the child through this process in the following ways

Transitions from rooms or key workers:

- Discuss with the parents when we feel that the child is ready to make a transition to the next room based on the individual needs of the child. If parents have concerns/disagree then a plan will be made together
- Implement taster sessions into the next room if required.
- Develop a good relationship with a member staff within the next room and assign as key worker
- Current key worker completes a transition form for the staff in the next room, providing information on the child's care needs and personality e.g. likes and dislikes
- Provide new key worker with updated child's development file, for children with SEND the child's current SEN support plan will be reviewed by current key person and a transition meeting will be arranged with new key person to discuss the child's progress in detail
- Ensure the child has a peg for the next room to make them feel part of a group
- Build on forming friendship groups with new friends

Transitions to school: We will

- Talk to the children through play and conversations with child about them going to school e.g. what their school is going to be like and being an exciting time.
- Complete development files with a report, summative assessment and transition report for the school.
- Invite teachers into the nursery (or via video conferencing) to meet the children, talk about going to school and build a relationship up through play.
- Attend the LA transition meetings at schools to discuss transitions away from the children
- Look at the uniform they are going to be wearing.
- Use a photo booklet, of the school they are going to attend the environment and staff.

For children with EHCP or EHA the SENCo for that child will contact the child's new schoolteacher to invite them to the last team around the family meeting before the transition takes place.

- A change of coordinator form will also be completed for any families with EHA

Other early year's providers

Where children are attending other early year's settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder, we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email or telephone.

Family breakdowns:

When parents become separated it is a difficult situation for all concerned especially the children. We understand that children's and parent's emotions will need to be handled sensitively and will be aware of these emotions and the effects they may have on the child.

Moving home and new siblings:

These two events are usually planned and parents will provide us with advance notice of so then we can support the child to be ready for this; Planning activities and stories about these events. Parents may also

consider placing their child into nursery for additional sessions during these events to provide them with consistency and time away from the changes occurring. The child's key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement:

We understand that this is a difficult time for children and their families and we will offer support to all concerned should this be required. If parents feel that their child requires additional support because of any changes in their life, we ask that they speak to a Nursery Setting Manager and the key person to enable this support to be put into place.