

## TRANSITION GUIDANCE

### Purpose

Transition relates to the change a child encounters moving from one place to another. As children develop from birth throughout childhood, they move from one learning environment to another. Often these transitions involve a process of change that requires them to adapt their thoughts, feelings, and behaviours to meet new expectations. By the time a child reaches school age they may have already experienced several transition periods, including transitions from -

- home to nursery
- one nursery group to another – including moving room to room
- one provider to another during the working week
- nursery to school

Transition is like a journey and takes time, preparation, and planning. Adults can help a child's journey into new territory by supporting them before, during and after the transition occurs. Staff work together with parents, carers and teachers, sharing information they have about the child and what support he or she may need.

### Guidance

We believe all children should feel comfortable, confident, and as emotionally secure as possible during any transition. Young children need to feel they are a valuable and competent member of the new social group and we help them to develop positive attitudes towards the range of new experiences they will encounter. We will help them retain the self-confidence and self-respect they have already gained from us.

When the transition is from room to room, we will –

- talk in positive terms about the room move, welcoming their feedback, and being sensitive to any concerns
- key carers (existing and new) plan for room movement, e.g. may involve visits with existing key carer into new room
- sharing of information between key carers (existing and new), e.g. may involve written summary, latest assessment, current next steps, etc.
- informing parents of plan and new key carer
- transferring of child to new key carer on digital learning journal

During the half-term before school we will -

- talk in positive terms about the new experience and welcome feedback from children, being sensitive to any concerns.
- read "Starting School" stories
- encourage children to talk about their school visits and even to bring in their new uniform to show us, if they wish
- welcome teachers and staff into nursery to visit the children. If they are unable to visit, we will ensure telephone contact is made to pass on information about the child's interests
- pass the child's Learning Journey on to parents
- ask parents to bring in PE kits to help children practice changing for PE
- strive to supply 'school uniform' in the dressing up resources
- strive to source photographs of the new teachers/schools to help build early relationships
- begin to take a morning and afternoon register to help children become accustomed to some of the school routines