



Definition

In this policy, “transition” describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice have been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Aims and Objectives

Children will experience many transitions in their early years and is sensitive to the difficulties children may have whilst going through these changes.

Some examples of transitions that young children may experience are:

- starting school or moving nursery
- changes in home environment such as family breakdowns, new siblings, moving home, death of a family member or a pet
- additional or medical needs that require careful consideration and may involve support from outside agencies

We want our children to experience a smooth educational and emotional transitions from any stage to the next. In order to achieve this, we will:

- promote the smooth transition of all children regardless of their background or circumstance
- prevent and alleviate stress
- promote the continuity of teaching and learning between all phases

Policy principles

The principles that underpin our transition policy are:

- Children’s emotional welfare, wellbeing and involvement should be at the heart of transition.
- Children, parents/carers and staff need to be involved on an equal basis.
- There should be a professional regard for the information from the previous setting/phase.
- Transition is about the school being ready for the child.
- Children should enjoy the transition process, whilst being motivated and challenged.
- Effective transition takes time so is seen as a process rather than an event.
- Consideration is given to individual children who may take longer to settle.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement, e.g. routines, interests, family circumstances and relevant medical information, alongside any additional needs.
- Other relevant information will be shared on a “need to know” basis, e.g. social care issues, special educational needs and/or disabilities (SEND), looked after child, etc (all compliant with Data Protection Act).



- Relevant medical information, alongside any additional needs, will be clearly indicated, in addition to other relevant information, e.g. social and emotional concerns, special educational needs and/or disabilities. Where appropriate, staff will be trained to meet these needs.
- Approaches to teaching and learning will be harmonised at the point of transition.
- Planning should be based upon children's needs, interests, stages of development and assessment information from the previous setting/class.
- Styles of teaching and learning should effectively meet the needs of children with age-appropriate routines.
- Staff allocation and deployment take into account the needs of the children.

The collection of information prior to the children starting will be in cooperation and partnership with parents/carers, existing staff, receiving staff and, if age appropriate, with the child.

We will ensure that all information sharing between professionals and parents/carers follows all statutory and recommended data protection guidance. This includes referring to the organisation/school guidance and the General Data Protection Regulations 2018.

[GDPR for schools](#)

How we facilitate transition at

Our transition processes are planned in advance and include a range of opportunities for children and their families to communicate with staff and visit the school. As part of this process we:

- complete the transition level of need tool, to send on to new school
- complete transition records to send on to new school
- review the information from the transition level of need tool received from the previous school/setting to establish the level of support required for individual children
- obtain transition records from previous settings; information gathered during home visits and child's voice are used alongside professional judgement, to support the gathering of on-entry data of every child
- prioritise transition plans for children according to level of need with "intensive need" being most imperative
- attend development training to support the transition process and identified needs of the new cohort
- arrange visits by the child's teacher and another member of staff, during the summer term, for them to visit children in their previous school/setting, to meet the child and have a chance for professional dialogue with the staff in the setting
- host welcome meeting/s for families at the school in the summer term, where key information and the school expectations will be shared
- signpost families to local community events or resources that can be used to support children's learning at home



- plan transition sessions in the summer term for children to visit the school and experience the environment with their parents/carers
- create photo booklets in the summer term for every child, to familiarise them with the staff and environment at their new school
- create environments which are reflective of the information gathered about every child to ensure a sense of belonging
- carry out home visits, to meet the child in their familiar surroundings
- arrange meetings with external professionals for specific children and families, when required prior to the child starting school
- in the event that a face-to-face home visit cannot take place, a remote visit will be offered instead. This will take place via (delete as appropriate), video call, telephone call.