

**2.16 Prime times – Transition to school/new setting**

Moving on to a new setting or school is a major transition in a child’s life involving separation from familiar adults and children. Older children have a more secure understanding of ‘people permanence’ and are able to approach new experiences with confidence. However, they need preparation if they are to approach transition with confidence and an awareness of what to expect.

**Partnership with schools/other settings**

* Details of the school/new setting that a child will be attending are recorded in the child’s file along with a contact person.
* Every effort is made to forge and maintain strong links with all schools and new settings that children may attend. The setting manager will approach them in order to open lines of communication where these have not previously existed.
* Details of the new setting/school’s transition or settling in procedures are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, keypersons, parents and children.
* Teachers/keypersons are welcomed into the current setting and sufficient time is made for them to spend both with the child, their parents and with the current key person, to discuss and share information that will support the child’s transition.
* Any action plans relating to a child’s additional needs are shared and meetings are held between the school/new setting, parents and current setting SENDCo.
* Other formal documentation such as safeguarding information is prepared in line with procedure Transfer of records.

**Partnership with parents**

* Key persons discuss transition to school/new setting with parents.
* For those transitioning to school in September a final stay and play week or parent phone call is arranged for May of that year. This gives time to discuss learning and development summaries and to finalise any actions. Parents are encouraged to contribute.
* Keypersons will discuss with parents how they are preparing their child for a move and will share information about how they are working in partnership with the school/new setting to aid transition.
* Key persons will make clear to parents the information that will be shared with the school/new setting, for example, information regarding child protection and work that has taken place to ensure the child’s welfare.

**Increasing familiarity for children**

* For those moving to the local school, keypersons will take the child to visit their new school with peers for one session usually in July.
* If the school is not within walking distance of the setting, other means of familiarisation will be explored. This could be through videos, photographs or other information about the school that can be shown within the setting.
* For those moving to a new setting, other means of familiarisation will be explored. This could be through videos, photographs or other information about the new setting that can be shown within the current setting.

**Preparing children for leaving**

* Children and parents form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
* The child’s last day is prepared for and marked with a special celebration that acknowledges that the child is moving on.
* For those moving on to school in September, we hold a graduation party and invite all children who are moving on and their families in July.
* Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered. Parents are not discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Families are invited to our fundraising events.

**Transition from Church Hall to Bishops Manor**

During the term before the child is due to move

* New keypersons will visit child at the Church Hall to begin to build relationships.
* Old keypersons will visit Bishops Manor with the child in small groups with their peers.
* Old and new keypersons will discuss childs learning and development and transfer tracking documents.
* Parents will be informed of new keyworkers and invited to meet and discuss any matters before their child moves over.