

Transition Policy

Name of setting: Sunning Hill
Author of the policy: G. Diggle
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Transition Statement

Transition in the early years is a significant time for young children and their parents/carers and represents an important step in a child's development. In order for every child to have the best possible start in their new education setting it is key that their transition is a planned in advance to ensure it is a smooth as possible. At Sunning Hill we aim to provide the children with effective transitions that reduce any stress or anxiety the children and their families may be feeling about the forthcoming change.

This policy will set out the guidelines for transition from:-

Nursery to Reception class

Home to Nursery and Nursery to Nursery

Reception class to Year 1

Our Transition policy applies to families and children, practitioners and receiving settings within the process.

Additional documents

For additional information on the EYFS please refer to the following documents:

- EYFS (updated Jan 2024) [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/115422/eyfs-statutory-framework-2024.pdf)
- What to expect from the Early Years Foundation Stage – A guide for Parents [Updated guidance to support the EYFS - Foundation Years](https://www.gov.uk/guidance/what-to-expect-from-the-early-years-foundation-stage)
Access copies for EAL parents - [EYFSP Parent Guide Translations: What to Expect in the EYFS – Bolton Start Well](https://www.gov.uk/guidance/eyfsp-parent-guide-translations-what-to-expect-in-the-eyfs-bolton-start-well)
- SEND Code of Practice 2014 (Update April 2023) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)
- Disability Act
- Equalities Act
- Children Act 1989/2004
- Childcare Act 2016
- Working Together to Safeguard Children 2018 (Updated 2020)
- United Nation Convention on the Rights of the Child
- General Data Protection Regulation (GDPR) & Data protection Act gov.uk 2018

This list is not exhaustive, there may be other guidance which you would like to include here - see Gov.uk for further information.

Sharing information with parents

This policy will be shared on our school website and will be referred to in “Welcome Meetings” for parents and carers.

Early Help

Early Help is used to support the well-being of children and families.

Effective Early Help may be delivered at any point in a child’s life; pre-birth onwards, about any issue which is impacting or could affect their development and well-being, including education, health, and safety. If it is felt that a family would benefit from an Early Help then they will be contacted on an individual basis to discuss this as an option for them.

Useful links

[Early help and working together – Bolton Transition Children framework-for-action-threshold-document \(boltontransitionchildren.org.uk\)](https://www.boltontransitionchildren.org.uk/framework-for-action-threshold-document)

Record keeping

- Refer to our GDPR policy
- Our privacy notice outlines what information is kept and shared
- Refer to our Retention policy

Confidentiality & Collection/passing over of paperwork.

When passing on information to a different setting

- CPOMS information will be passed on through a secure transfer by our DSL.
- Early Helps will be passed on securely to the new Lead Professional by our DSL or SENCo.
- SEN information will be passed on to the SENCo.
- Other information (such as end of year reports or information about a child's progress) will be passed onto the new class teacher or early year's professional.
- Information is shared with partners on our Privacy notice.
- Sunning Hill will use the Bolton format for report writing to ensure new setting have essential information about the child.

Request when collecting information from a different setting

- CPOMS information will be passed on through a secure transfer by their DSL.
- Early Helps will be passed on securely to the new Lead Professional by their DSL or SENCo.
- SEN information will be passed on from their SENCo to our SENCo.
- Other information (such as end of year reports or information about a child's progress) will be passed onto the new class teacher or early year's professional.
- Information is shared with partners on our Privacy notice.

Visits to our setting

Families are welcome and encouraged to visit our school prior to making their application for nursery or school and can phone our school office on 01204 333588/333592 to make an appointment. School will arrange for a member of staff to show families around.

Nursery to Reception

When a parent accepts their child's school place in our Reception class they will be given a Welcome Pack or this will be sent in the post. If parents need a member of staff to verbally translate any information over the course of the transition period then we will do our very best to accommodate this.

The Welcome Pack will contain a "Reception Starter Pack" with additional information about the teachers, the school day, the first few days, holiday dates, making payments etc. At the back of the pack are some documents to be filled in and returned to school as soon as possible. These include:

- Permission slips for who can pick the child up at the end of the day, the decision for lunch time arrangements, permission for Twitter, Class Dojo, Blogging and video permission and a personal care checklist.
- Home/School agreement including general data protection regulations, Article 6 – consent.
- All About Me booklet. This is an opportunity for us to hear the "child's voice" so they can let us know their likes and dislikes and any concerns they may have about coming to school. It is important that parents complete their document with their child rather than doing it for them.

We will also send some information about things parents could practice with their child to ensure they are ready for school in September in the form of a getting ready for school checklist. There will also be some practice sheets for children to enjoy over summer. They do not have to be returned to school and are optional.

Parents will receive a letter to invite them to a Welcome meeting and a letter to invite parents **and** their child to a Stay and Play session in their new classroom. The Stay and Play session is a taster sessions where the parent and child can see the classroom, meet the staff and ask any questions they may have but the Welcome meeting is more formal and is for the adults not the children.

If a child has special educational needs and disability (SEND) or is particularly anxious about coming into school we will endeavour to organise extra Stay and Play sessions for them so that they can get used to their new environment. If children with SEND are already in our nursery then the nursery staff will bring them into the Reception environment on a regular basis so that they become familiar with the room and staff. We will also provide photos of the Reception environment and staff, for children to look at over the holidays, to any children who we feel would benefit from this.

Our SENCo will contact the parents of any child with an EHCP or who is involved in the process of applying for an EHCP to discuss their child's needs and further actions will be agreed.

At the parent Welcome meeting parents will meet the Reception staff and the Head Teacher.

At the welcome meeting we will discuss:

- What your child will learn at school
- How you can help your child at home
- Attendance policy
- How we help children with special educational needs and medical needs
- Uniform/P.E kit/outdoor clothes
- How we share information with parents
- Stay and play sessions and mini workshops
- Extra curriculum activities
- Starting/finishing times
- Collection policy
- Mealtime arrangements
- Getting ready for school

This is also another opportunity for parents to speak to a member of staff about any concerns they may have about their child and ask any questions.

For most children there will be a staggered start into Reception to give them time to get to know the staff and the staff to get to know the children in a calm environment. However, for some children who are full time in our nursery and are familiar with the Reception class they may start Reception full time from the first day. This will be considered on an individual basis. Some children with additional needs may need a longer gradual transition. This will be considered on an individual basis and discussed with parents and the SENCo.

In Reception parents will not be informed of their child's teacher and key worker straight away as this is a settling in period. They will be told by the end of the first fortnight.

If a child did not attend Sunning Hill nursery, with parental permission, school will visit them in their nursery setting and speak to their current nursery about them. The reason for this is so we can see them in the setting where they feel most comfortable and confident and we can talk to other practitioners who know them well so we help each child make the best start to our school.

If a child has never attended a nursery we will arrange for a home visit with parents/carers.

Home to Nursery or Nursery to Nursery

When a child starts our nursery provision for 2 or 3 year olds, it may be that it is the first time they have left their parent as their primary carer or it may be that they have been to a nursery before. Some children will be moving from our nursery 2's to our nursery 3's and some children may be joining us from a completely different nursery.

When the children first start our nursery they will have reduced hours for the first 2 to 4 days (depending on if they are in nursery 2's or 3's) to help them settle into a new routine gradually. Most children will then start their full hours but if we feel a child needs to continue building up hours we will speak to parents on a case by case basis.

When a parent accepts their child's school place in our Nursery 2's or 3's class they will be given a Welcome Pack or this will be sent in the post. If parents need a member of staff to verbally translate any information over the course of the transition period then we will do our very best to accommodate this.

This will contain some document to be filled in and returned to school as soon as possible:

- Our Nursery guide
- Reduced timing for the first few days and when your child will start their full hours.
- Permission slips including who can pick the child up at the end of the day, the intimate care agreement, sun protection permission, photo permission etc.
- Home/School agreement General data protection regulations, Article 6 – consent
- All About Me booklet which is an opportunity for us to hear the "child's voice" so they can let us know their likes and dislikes and any concerns they may have about coming to school. It is important that parents complete their document with their child rather than doing it for them.

Within this information will be a letter to invite parents to a Welcome meeting (September and January if needed) and a letter to invite parents and their child to a Stay and Play session in their new classroom. The Stay and Play session is a taster sessions where the parent and child can see the classroom, meet the staff and ask any questions they may have but the Welcome meeting is more formal and is for the adults not the children.

If a child has special educational needs and disability (SEND) or is particularly anxious about coming into school we will endeavour to organise extra Stay and Play sessions for them so that they can get used to their new environment. If children with SEND are already in our nursery 2 then the nursery staff will bring them into the nursery 3 environment on a regular basis so that they become familiar with the room and staff. We will also provide photos of the Nursery environment and staff, for children to look at over the holidays, to any children who we feel would benefit from this.

Our SENCo will contact the parents of any child with an EHCP or who is involved in the process of applying for an EHCP to discuss their child's needs and further actions will be agreed.

For children that are new to Sunning Hill, with parental permission, we will also arrange a home visit. This is so nursery staff can meet children and families in their familiar environment and begin to get to know them. On this visit we will complete any paperwork that has not yet been returned to us. On this visit we will discuss any developmental concerns parents may have and any outside agency involvement such as the paediatrician or speech and language.

Please refer to our Home visits Policy for more information.

At the parent Welcome meeting parents will meet the Nursery staff and the Head Teacher.

At the welcome meeting we will discuss:

- The nursery day
- How you can help your child at home
- How we help children with special educational needs and medical needs
- How we share information with parents
- Stay and play sessions and mini workshops
- Extra curriculum activities
- Collection policy
- Getting ready for nursery

This is also another opportunity for parents to speak to a member of staff about any concerns they may have about their child and ask any questions.

Nursery parents will be informed of their child's Key Worker within a fortnight of them starting our setting.

Reception to Year 1

There will be two whole school transition sessions where the Reception children have the opportunity to meet their new teacher and TA and to spend a proportion of the day in their Year 1 classroom.

Year one has elements of enhanced provision, such as role play, that the children are familiar with.

If a child has special educational needs and disability (SEND) or is particularly anxious about going into Year 1 we will endeavour to organise extra visits for them so that they can get used to their new environment and adults.

Transition Documents and School Reports

Sunning Hill follows Bolton Start Well Transition procedure “What schools, settings and parents/carers need to do.”

We complete any necessary paperwork in collaboration with parents/carers and share information with the next setting with consent.

For those children moving to a different year group or setting we complete an end of year report which is also shared with the child’s new teacher (internally) or externally with consent. For those children moving settings additional information is supplied (e.g. SEND, Early Help etc.)

For children with SEND we follow Bolton Start Well Transition procedure and timeline.

We complete the Early Years SEND Information form and transition plan with staff and parents.

As part of the one page profile the new setting will receive All About Me information.

As part of SEND transition we will complete the EY SEND Transition – Reasonable Adjustment Audit if necessary for the individual child.

Early Helps are transferred to the named lead professional in the new setting.

Depending on need in the final EH review, a school member from the new setting is invited to attend.

The final EH review includes transition information.

For children with medical needs only, contact information of medical professionals will be passed on.

A child action meeting would be arranged before the child starts as needed.

Transition for children who are looked after.

Sunning Hill liaises with the linked person from the Bolton Virtual school contact and ensures that the child’s Personal Education Plan is up to date. Bolton Start Well transition documents are used.

Roles and responsibilities

Transition is led by a team of people including the Head Teacher, the Assistant Head Teacher responsible for Early Years, the School Business Manager, SENCo and key office staff. EY teachers and Year 1 are also involved with the process.

Each person has different roles and responsibilities within the team, for example the SENCo will liaise with parents and other settings for children who have additional needs.

The team use Bolton Start Well’s suggested transition time frame to plan out the transition process.

Transition during the day

We aim to ensure that children have a positive start to the day or nursery session as they enter school. In our Nursery 2's room parents can stay daily for family time and ensure their child is happy and settled before they leave them. In Nursery 3's and Reception "Stay and Play" is held twice a week where parents can come and share their child's learning, be reassured that they are happy in their environment and also attend regular mini workshops where they can gain useful information to help their child at home. In addition there is usually time at drop off for parents to have a conversation with staff or arrange a longer meeting.

Within the day children are helped to transition between activities with a familiar routine that includes use of visual timetable, song for tidy up time, mantras such as "choose it, use it, put it away" etc.

Children transitioning out of the expected timeframe,

Occasionally children will join nursery or (more rarely) Reception out of the expected timeframe. Where this happens school will try to follow the same process as much as possible. The welcome meeting information will be shared with the parents by a member of staff and the paperwork will be completed. Where possible the child will be invited to a "Stay and Play" session before they start. With consent, a member of staff will speak to the previous setting and where the time frame permits a home visit will be arranged for nursery children.

Families who may be international new arrivals will be supported by school and Bolton Achievement Cohesion Integrated Service (ACIS).

Quality assuring the transition process

School will ask for feedback on the transition process from parents. We will review this policy annually. Using CPOMS we will record any incidents relating to transition and change the policy accordingly. We will ensure that staff read and understand the contents of this policy.

Signed: G.Diggle

Print name: Gillian Diggle

Date: 10.4.24 Date of review: October 25