

# Garretts Green Nursery School

## Transition Policy

### Rationale

Garretts Green Nursery School acknowledges the importance of structured transitions between home or other settings and Nursery and between Nursery and Primary schools.

Times of change can be stressful for children and parents and we aim to offer support to make transitions as seamless and comfortable as possible.

This time is the start of a relationship between the school and families and as such is given the time and status this deserves. We aim to establish a working partnership between home and school that supports educational aspirations and personal, social and emotional needs of stakeholders. (Positive relationships) Our ethos is supportive, equitable and respectful and the individual needs of every child and parent will be addressed during the transition periods. (A unique child) The care, well-being and inclusion of the child will be our priority.

### Aims

- To offer opportunities for children to make successful transitions from home to Nursery school.
- To ensure that transitions from and to other settings are successful.
- To provide support for parents and children.
- To ensure that relevant information is collected and shared as appropriate to ensure successful transitions.
- To develop partnerships in learning, care and well-being between home and school.

### Transition from Home to Garretts Green Nursery School

Transition from home to Nursery is planned to ensure that as much information as possible is shared with families and that parents have opportunities to share information and discuss any concerns with staff.

All members of staff are involved in the process of welcoming families into Nursery, from the moment the child's application form is requested by a parent. All families are treated respectfully and information to support them is shared. At this stage, this is likely to involve completion of forms, offers of places, times of sessions, home visits and Induction.

### Home to Nursery

- Offers of places are sent to parents on the date stipulated by the Local Authority, usually around the end of April. Parents are asked to respond and those who do not reply by the deadline are contacted to ascertain whether the place is still required. Parents are asked to offer a preference for morning or afternoon places though this cannot be guaranteed.
- A member of the Governing Body and the Head Teacher allocate children to Groups, ensuring an equal mix of birth dates, boys and girls, children speaking English as an additional language and children with additional learning needs. Children from minority backgrounds are allocated to a group with a peer or peers to allow communication in home languages, if required.
- Parents are offered an appointment for a Home Visit but parents have the right to choose whether they accept this offer.
- Each Key Worker undertakes a Home Visit with another member of staff as early as possible in the Summer Term. At this visit parents will be given information about the Nursery and they will also be asked to share details about the needs and interests of the child which will help to ensure a smooth transition.
  - Photographs are taken of the child, the child with any family members present and of the front door. These are used for display, coat pegs, name cards and Learning Journeys.
  - Parents are asked to share details of asthma or allergies.
  - Additional needs are discussed and any information recorded.
  - Any medical needs are discussed sensitively and details displayed in the staff room at the start of the autumn term.
  - Parents are given a Nursery School Prospectus and general information.

- Copies of The Behaviour Policy and Attendance Policy will be given to parents.
- Parents will also be offered a toilet-training pack.
- On the return to Nursery, Key Workers will liaise with relevant staff, as required.
- An Induction Meeting is offered to all families in June or July. This offers further support and guidance for parents and also allows children time to play in Nursery and be introduced to the staff and spaces within the building.
  - An Induction Meeting involves a presentation with talk for parents and opportunities to ask questions and order uniform.
  - Children play in the Nursery with their parents.
  - Any birth certificates not previously seen will be copied.
  - The 'settling in' process is explained to ensure that parents are aware of expectations but also have time to organise work commitments.
  - Policies will be discussed, particularly relating to behaviour and attendance.
- September start dates are staggered to allow children to settle in small groups and to develop a relationship with their Key Worker.
- On the first day, children are accompanied by their parents for a one-hour session from 9.00-10.00am or 12.30-1.30pm.
- On the second day, parents are asked to attend a short talk whilst their children play. If children are settled, parents may then leave their child for the full session on the third day.
- Where a child takes longer to settle staff will use a range of strategies to ensure the security and well-being of the child. This may, for example, include asking the parent to leave a possession in Nursery or the child may bring in a toy for comfort. In rare cases, parents are asked to accompany their child for longer periods.
- Parents are asked to contribute a Parents' Page to children's Learning Journeys and to feed back any comments.
- A questionnaire will be circulated to all parents when all children are admitted and settled.

#### Transition from PVI or other settings to Garretts Green Nursery School

- All the above points will apply to children attending from other settings.
- Arrangements can be made to take photographs of Nursery in the Summer Term to ensure smooth transitions.
- Transfer Documents accompanying the child will be used as a starting point for making judgements regarding attainment.

#### Transition from Garretts Green Nursery to Primary Schools

- Staff will complete a Transfer Document for every child leaving our Nursery. This will be shared with parents and a copy sent to the child's Primary School.
- As soon as school placements are confirmed, we begin the transition process by making a display of school photographs and the children transferring to each.
- Staff from local schools are invited to Nursery to see the children at play and share any relevant information that will support transition.
- Local schools offer opportunities for parents and children to attend sessions such as story time or play sessions.
- Details of local schools' story or play sessions will be given to parents who will be encouraged to attend.
- Nursery staff support children to make a successful transition by offering activities such as stories about starting school and using puppets to explore feeling in circle time activities.
- Any child who has additional learning needs or who is vulnerable will be supported in additional ways:
  - Children will be given a booklet that shows photographs of the teacher, the school building, where coats are hung, where children line up, etc.
  - A social story about going to school will be given to parents to share at home.

- Staff from Nursery may be able to visit with the child before September, depending upon the school's arrangements.
- In September, if required, the child may be accompanied by a member of Nursery staff on the first day for a short session to settle the child and provide support for parents.
- Completed documentation will be handed to the new school.

Special arrangements may be required in some circumstances, for example, where families require a translator or where children with Special Educational Needs require a hand-over of information, IEPs and support from outside agencies. The necessary arrangements will be organised according to need.

Signature of Chair of Governors:

Date:

Review date: May 2014