



Transition Policy

This policy was adopted at a meeting of:

East Craigs Playgroup

Academic Year 2022/23

Signed: Caroline Wilkinson

Designation: Manager

1. Statement of Purpose

As an early learning and childcare (ELC) setting we recognise the importance of supporting young children through the transition process. Transitions will be handled sensitively and will be a positive experience for both children and their families. Effective transition involves partnership working, effective communication and the tracking and recording of children's progress. Transition arrangements will be planned and managed to support children and families through the process. Progression in learning and curriculum continuity are essential to ensure the needs of the child are being met.

Throughout this guidance the term '*parents*' is used to include all main care givers.

2. Supported Transitions

Children will experience transitions at different times in their life and the setting will support children and families to make successful and effective transitions. Transitions can be from home to school, within the setting, split placements (including childminders) and onward to primary school. Children will be encouraged to develop a positive attitude to change and to develop new and secure relationships as they move across the setting. Processes will be in place to record all aspects of children's learning and achievements and this information will be shared with relevant colleagues and families to ensure continuity of learning.

3. Key Transitions

As an ELC we recognise the following points of transition as key stages in a child's emotional and learning journey and will plan carefully to support both the child and their family as they make these transitions.

3.1 Home to Setting

We respect and value parents' knowledge of their child. We will engage with them prior to the child joining the setting to gain as much knowledge of the child as possible, including care needs, preferences and developmental stage. We will also explore any concerns the parents may have about bringing their child to the setting. We will endeavour to build positive and relaxed relationships with the parents that foster openness and trust.

A series of visits to the setting by the parents and child will be planned where they can meet and get to know the playgroup staff, form secure attachments and become familiar with the setting. The number and duration of these visits will be dictated by the child's needs and parental circumstances. We will be sensitive to both the child's readiness to join the setting, and being parted from the parent, and the parent's own needs and emotions.

3.2 Within the Setting

In our setting we will sensitively support children and their families to make successful transitions as they move to their next stage of learning - from young children and on into their pre-school year, they will be well supported at all times of transition. We want the transitions to be enjoyable and exciting and will endeavour to foster a positive attitude to change amongst the children and parents.

Practitioners within each stage of learning will liaise closely with each other, with the parents and with the child, where appropriate, to plan the move. In order to ensure continuity of progression, staff will share key information about the child's learning and development. Information regarding involvement of other agencies or professionals such as speech therapists, psychologists or social services and the child's care needs and preferences will also be shared. Crucially, they will ensure that any additional support

needs continue to be met as the child moves on.

The child and parents will have planned visits to the new playroom and opportunity to get to know the new key worker. Thought will be given to any measures that may ease the process for the child such as moving on at the same time as a friend, taking a favourite toy with them, having familiar play equipment in the new room or following known routines. The decision to move a child on to the next learning stage will always be dependent on the child's readiness and not dictated solely by their chronological age. The overall approach to assessment supports effective transitions into, across and from our setting which enhance the learning process.

3.3 Across Settings

Parental commitments or preferences may require that some children attend more than one setting or spend additional time in the care of a childminder. In our setting, practitioners carefully support children and families to make successful transitions when they first start, and as they move to another stage of learning or to a new setting. We will work in collaboration with parents and colleagues in other settings to ensure that there is shared information on the child's learning and development across these settings. We will agree with the parents and any additional settings how and when information should be shared, and what the content of that information will be.

All settings will be informed of the involvement of other agencies and professionals and have a common understanding of the child's progress in early literacy, numeracy and health and wellbeing to ensure continuity in learning across the curriculum. We will take cognisance of any information passed to us by other settings to help inform our planning for the child's progression and wellbeing. To ensure transition arrangements are effective for all children, in particular for those requiring additional support this is clearly documented in the Child's Plan.

Alongside our partners, we will regularly review and evaluate the impact of our transition arrangements across settings to ensure the best possible outcomes for children and families. Where possible, we will meet with them to develop a shared understanding of progress and play-based pedagogy across the early level.

Monitoring of this Policy

It will be the responsibility of Caroline Wilkinson (*Manager*) to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented. This will be achieved through both formal and informal observation of staff practice, staff review of transition records and management review of all documentation in relation to transitions.

See also:

Responsive Care Policy, Curriculum Policy, Staff Development Policy, Additional Support for Learning Policy, Self Evaluation Policy, Tracking Children's Progress Policy

Links to national policy:

When reviewing your policy, please reflect on the '*Health & Social Care Standards My support, My life*'

<https://www.gov.scot/Resource/0052/00520693.pdf>

Building the Ambition: National Practice Guidance on Early Learning and Childcare, Scottish Government 2014

<https://blogs.glowscotland.org.uk/ab/public/saliarchive/uploads/sites/884/2015/01/Building-the-Ambition-document.pdf>

Realising the Ambition: Being Me, Scottish Government 2020

<https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

Our Creative Journey, Care Inspectorate

<https://hub.careinspectorate.com/media/603624/our-creative-journey-aug-17-master-combined.pdf>

My World Outdoors, Care Inspectorate

<https://hub.careinspectorate.com/media/279348/my-world-outdoors-sharing-good-practice-in-how-early-years-services-can-provide-play-and-learning-wholly-or-partially-outdoors.pdf>

Space to Grow

<https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/space-to-grow/>

Curriculum for Excellence, Scottish Government

<https://www.gov.scot/resource/doc/226155/0061245.pdf>

How good is our early learning and childcare? (HGIOELC) Quality Indicator 2.6 Transitions

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_nihe_ditself-evaluationhgiclc/hgioelc020316revised.pdf