



The Butterfly Rooms (Incorporating Woodlands) LTD

Transition Policy & Procedures

Transitions are milestone events for children and have a definite effect on their learning. They are times of exciting change, new opportunities and growth for every child. They can also be times of uncertainty where surroundings are not the same, expectations and procedures different and faces as yet unfamiliar. We believe that getting transition right is vital for every child and is not a single event that merely 'happens'. We view transition as an ongoing journey and aim to make each transition as smooth as possible, supporting the needs of the child at all times.

1.Supporting transitions into the setting

Gathering information about the child

- Parents/carers are provided with registration packs prior to their child starting at the setting so that all information about the child can be gathered in good time. The forms consist of General Information about the Child and Parents, Medical Information, Immunisations, Emergency Contacts and Permission Forms etc.
- If a child is transferred into the setting from another, we will work in partnership with the child's former setting to gain all relevant information to ensure a smooth transition.

Providing information and support to parents

- All parents/carers are provided with a Welcome Pack (via email if possible)
- We have an 'open door' policy in relation to ongoing communication with parents. Parents/carers can contact us at any time. Ongoing communication will continue to be provided through a monthly newsletter.

Supporting children to settle

- Children under the age of two years are offered up to three 1-hour familiarisation visits (free of charge) on an agreed start date. Parents/carers are invited to stay for the whole/part of the hour on the first two visits and encouraged to leave their child for the whole of the hour on the third visit to facilitate the child's familiarisation with the setting. (We recognise that each child is an individual whose needs may differ thus the above procedure is a guideline that may be adapted according to the needs of the child and the parent).
- Information provided by the parents/carers in the Welcome Pack/Registration document is used to identify enjoyable activities to engage their child and help them to settle into the new environment.
- Each child is allocated a key worker based on the days the child attends, with attention being paid to whom the child is seen to best bond with and relate to. There is also a buddy key worker for each child. Parents/carers are introduced to the child's key worker as soon as the allocation is made.

2.Managing transitions within the setting

- Children that attend the Nursery (0-2 years) make the transition over into the Pre-School (2 years to 4 years 11 months) at the appropriate stage of development for the child.
- The child will visit the Pre-School on several occasions with a member of the Nursery staff usually their key worker as part of a settling in procedure. They will then make a permanent transition when staff feel that they can do so with confidence and ease to

avoid any unnecessary distress. The child will then be allocated a new appropriate key worker if applicable, and parents informed.

- We recognise that for transition to be successful this must be done at the child's pace, and that some transitions may take longer than others.

Support for parents/carers during transitions within settings

Prior to a child moving rooms, the setting will inform parents/carers about the plans and give them an opportunity to meet the new key person (if applicable) and to visit the new room.

Information sharing between staff

To facilitate transition, information about each child is shared between the appropriate staff. This will include detail on the child's progress to date, their next steps, and the nature of any difficulties or successes.

3.Managing the transition to school (or to another provider)

The successful transition for children from Nursery to Reception is crucial to enable both children and parents/carers to feel secure in the new environment, and for children to continue to develop and learn effectively. Children and parents/carers need time and opportunities to familiarise themselves with the school environment and to start building relationships with key members of staff.

Information sharing

- We recognise the importance of effective information sharing. To facilitate this, transition reports are provided to schools, and schools are invited to visit the child within the setting. Where visits are not feasible, information is sent to the school and phone calls are made to key personnel to share and relevant information.
- We work in partnership with parents/carers as to what information is being given to the school. Parents/carers complete transition forms and give their written consent for all information about their child to be shared.

Children with additional needs

- We offer the opportunity for the school SENDCo to visit the setting to do observations of the child, and to have transition meetings to discuss the child's needs.
- Any safeguarding concerns are shared with the schools Designated Safeguarding Lead, so that the school is aware of any issues should these escalate in the future. All Child Protection information is passed to the school/new setting.

Supporting the child

Where feasible, it is good practice for children to visit the schools they are joining because it helps them become familiar with the school environment and the staff.

- For children who will be attending the local school Purfleet Primary Academy, we have a direct arrangement with the Reception teachers to take those children on short visits on agreed days at specified times.
- Parents/carers are informed by letter of when these visits will be taking place, and written permission to take their child off the premises is gained from the parents/carers at time of registration.
- Appropriate staff (ratio dependent), accompany the children to Purfleet Primary Academy, where they are met by Academy staff,
- An extra member of staff is also allocated to ensure road safety.
- Staff accompanying the children take the 'outings bag', mobile phone and contact details of all children leaving the premises.
- On return, the children are re-registered and returned to their respective rooms.

- For children who will be attending other schools we encourage parents to take advantage of any familiarisation days and visits offered to their child so that they make a successful transition to a school setting.

Preparing the child for school

Alongside information sharing and visits, we prepare children for the transition to Reception in a range of ways:

- The move to school is discussed with children to help them understand what to expect. Follow up discussions with the children who visited Purfleet Primary Academy help to facilitate this.
- Children are prepared for school lunch routines, as all children bring in a packed lunch with them, along with trying to pour their own drinks if needed.
- We encourage children to dress and undress by themselves appropriately, for example undoing and doing up zips and buttons of coats and cardigans, to assist them when they have Physical Education.
- We have pictures of school classrooms and a school home corner.
- We promote independence in personal hygiene.
- We introduce them to writing their own name and recognise the letters that it contains. DfE guidelines followed.

This policy was adopted by

The Butterfly Rooms Ltd

On

1st September 2024

Date to be reviewed

31st July 2025

Signed on behalf of the Management
committee



Name of signatory

Ms S Cheale