Version: 1

**Settling In and Transition Policy**

Introduction

Settling into an Early Years setting is a time of crucial importance to a child’s later happiness in the setting and their further learning journey. All children are individuals and while some children will adjust fairly easily to the new environment and new routines, others will take longer to feel comfortable and secure. Children who have a positive start to their new environment are more likely to feel comfortable, relaxed and valued, feel good about themselves as learners and have a sense of belonging to the pre-school community. Reepham Pre-School aims to work in partnership with parents/carers to ensure that the transition into our setting goes as smoothly as possible. We also want parents/carers to have confidence in both their child’s well being and their own role as active partners within pre-school. Children feel a sense of belonging in the setting when their parents are also involved in it. We aim to give consideration to the individual needs of children and families and give confidence to parents, enabling them to feel comfortable that the needs of their child will be met.

Aims

* To describe the ways in which our setting will enable new children to settle into their new environment positively.
* To describe the ways in which parents/carers will work as partners and support their child to settle into our setting.
* To describe the ways in which our setting will support the transition to school.

Procedures

**Before starting pre-school:**

* During the course of a year we have an open door policy whereby prospective parents/carers can visit our setting with their child. Parents/carers and their childen are invited along to visit the setting and speak with the Manager who will give information about how our setting is run, and also gain information about the family that may be important when they begin.
* A prospectus filled with useful information and contact details is available for prospective parents/carers. This also includes the inital application form. Further information is also available on the pre-school website and policies can be shared when required.
* Following enrolment, during the term before a child would be due to begin pre-school families are invited to visit to see how we run a typical session. It gives the opportunity for the child and their parents/carers to meet the staff and to meet other children who will be attending.(Due to COVID outbreak we have been unable to allow visits inside Pre-School). Alternatively, parents the opportunity to have a zoom meeting to discuss any concerns, worries or queries they may have, emails have been encouraged for any concerns/queries and Pre-School has used Tapestry to share photographs of Key Persons, the indoor/ outdoor environments and activities carried out at Pre-School.

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**Settling In:**

* A key person will be allocated to each child and the family, who has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for, and for building relationships with parents/carers. The Key Worker will help your child to become familiar with our setting and to feel confident and safe within it.
* Parents/carers are also required to complete all the necessary documentation that are needed for your child’s individual file.
* Parents will be invited to join their child for short settling sessions and then leave children for short settling sessions.
* On their first session children will be introduced to the staff members, to other children and shown around the rooms in the setting.
* Parents will be encouraged to say goodbye to their child, if the child and parent feel comfortable with this, and explain that they will be coming back at the end of the session.
* Children will be comforted and distracted if they become distressed. If your child continues to be distressed you will be contacted.
* Regular discussion will take place with parents/carers around your child’s progress and how your child is settling in. These will be based on relationships with staff and peers, participation in acitivities, familiarity with routines and the whereabouts of resources and equipment.

(During the COVID outbreak updates have been done virtually via Zoom)

**Transition to school:**

* During the Autumn term families receive an email link on how tomake an online application for a place in a Reception class. This pack contains all the information needed for parents/carers to make their application to their preferred schools. Pre-school staff know the local schools well and are happy to answer any questions that parents/carers may have about the next step in their child’s education.
* Once school places are offered in the Spring Term, our pre-school Manager will liaise with feeder schools to arrange a visit.
* Reepham Primary School offer a weekly session during the Summer Term for children accepted into their Reception class for a short story and activity with the Reception team.
* Each child’s learning journey is shared with the school your child will be attending at the end of the Summer Term. Comments will be shared on the areas of learning.
* Visits to Pre-School may be arranged by Reception teachers and information shared to ensure a smooth transition to school.
* Due to the COVID outbreak this has been done virtually via Zoom.
* For children with SEND, a transition meeting is arranged with the school, the child’s parents/carers and our SENDCO.
* Staff will regularly share story books with children about going to school.
* Local Area cluster transition meetings are held during the Summer Term to support successful transitions.

Reepham Pre-School recognises that some children settle more easily than others and strive to recognise and meet the needs of all children and families. We will reassure parents/carers of children who seem to be taking a long time to settle in and give advice and suggestions to make the transition as smooth as possible.

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Relevant Other Policies

Key Person

Parent Partnership

This policy has been adopted by Reepham Pre-School.

Signed on behalf of the setting by:

................................................................................ Committee

.................................................................................Manager

Date:.....................................................

Review Date: .......................................

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