



## Transitions Policy

At Ribbons Preschool we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting preschool
- Moving between different rooms within the preschool
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents\* inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

### Starting preschool

We recognise that starting preschool may be difficult for some children and their families. We have a settling in policy to support the child and their family.

### Moving rooms procedure

When a child is ready to move to a different room in the preschool, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key worker, new key worker and parents and will

- Consider the individual needs of the child and when they are ready to move based on age/stage of development
- Enable the child to spend short sessions in their new room prior to the permanent move, so they feel comfortable in their new surroundings with their key worker initially, so they have a familiar person to be present at all times
- Wherever possible, transition groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
- Keep parents informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries
- Only transition the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key worker, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key worker with them on a temporary basis.

### **Starting school or moving childcare providers**

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. The following process relates to children going to school. However, wherever possible, we will also adapt this process to support children moving to another childcare provider e.g. childminder or another preschool.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- Build relationships with local schools where possible throughout the year and invite them to key events and/or we will attend key events, e.g. nativity, sports day
- We invite school representatives into the preschool, where possible or invite them to talk via online platforms, such as Zoom, so they have the opportunity to introduce themselves to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the preschool who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key worker. Each key worker will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive report on every child leaving the setting and, with parent permission, will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.
- With parent permission around school allocation day, we may share details of the schools children are going to, so parents can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

### **Other early years providers**

Where children are attending other early years settings or are cared for by a childminder, we will work with them to share relevant information about children's development. Where a child is brought to preschool or collected from preschool by a childminder/early years setting we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, video call or telephone.

### **Family breakdowns**

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that, shows how the preschool will act in the best interest of the child.

### **Moving home and new siblings**

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key worker will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

## **Bereavement**

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes or transitions in their life, we ask that you speak to the preschool manager and the key worker to enable this effective support to be put into place.

\* For the purpose of this publication the term 'parents' will be used to describe all types of primary caregivers, such as biological and adoptive parents, foster carers and guardians

This policy was adopted on: 23.08.19

This policy was amended on: 09.01.2020

Signed on behalf of the preschool: K.Watkins-Freeman

Date for review: 09.01.2021

Policy reviewed:09.01.2021

Date for review: 09.01.2022

Policy reviewed:09.01.2022

Date for review: 09.01.2023

Policy reviewed:20.09.2022

Date for review: 20.09.2023

