



Transitions Policy

Policy Statement

At Grace Park Montessori the safety and welfare of children attending is of paramount importance. We have established clear procedures for the drop off and for the collection of children, for their transition from one room to another, from one teacher to another and from pre-school to primary school so as to support their welfare and to promote a smooth transition and effective time keeping within our service.

At Grace Park Montessori we organize transitions around the needs of the child. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in and to trust the staff who at all times have the children's well-being and best interests at heart.

We aim to make the setting a welcoming place where children settle quickly and easily.

Principle

This policy is underwritten by the *Child Care Act 1991 (Early Years Services) Regulations 2016*.

Procedures

The Directress and teacher are responsible for ensuring the Transition Policy becomes effective, in practice. We continue to build on good relationships with the local community as well as other professionals to facilitate access to help and support for children who have identified additional needs as they enter our setting.

Parents are advised of our Settling-in Policy. We allocate a key person to each. The key person is responsible for settling the child into our setting. Parents are encouraged to share information about the child with the key person.

Transition from Home into 'Grace Park Montessori'

We acknowledge the parent as the first educator of their child. We invite parents to supply photographs of their child and family to display in the setting as these help to create a link between home and pre-school and feed into individual 'learning journeys'. These assist the child to keep home in mind and show them that families are valued with in our setting.

We have a clear welcome procedure and we allocate a key person to each child before she/he starts to attend. The key person welcomes and looks after the child at the child's first sessions and during the settling-in process. The Key Person also takes responsibility for telling the parent about events in the day that have been important for the child. This is an additional and valuable way of communicating information with parents. Parents are invited to be involved in this important process of transitioning in order to achieve the best understanding of the child that we can.

We use pre-start visits and the first sessions to allow the children familiarize themselves with the new setting and we ask parents to complete the child's registration records. We collect information at point of entry about any other professional who is involved with the child and family.

We collect essential information through a registration form as well as information from the parents about the child's needs, likes, dislikes, routines and development. It assists the key person in understanding the emotional needs of the child. We create an environment in our setting that reflects the needs and interests of the child.

As far as practicably possible with the resources available, we support children who have identified additional needs as they enter our setting.

Transitions Between Rooms and Key People

Attention is paid to any move with children between key people and/or rooms.

We use boards to display information about what happens in the setting.

We also use photographs of children from home and at play to effectively engage with parents. We also record special occasions, trips, visits, celebrations and everyday life at Grace Park Montessori and make these available for families to share.

We organize displays and have days when parents are helped to understand how young children learn and develop, which helps parents to enhance learning opportunities at home.

Transition from Pre-school into Primary School

Grace Park Montessori aims to promote positive relationships, built on professional respect, with all local schools.

Contacts are made with staff from local schools. Where necessary, they are invited to visit the child within our setting during the Summer Term prior to transition. This assists the Key Person in the receiving school to become aware of the emotional needs of the child.

Written information is shared with school via the parents or guardians.

We organize (if necessary) and attend a 'transition meeting' for those children with identified additional needs. Parents and guardians, staff from local schools are invited, alongside any other relevant professionals, in order to ensure the child's needs can be met in school.

All children have a 'Transition' summary written by their key person, identifying key information about the child.

An annual Graduation Party is organized in the summer term, where staff, parents and children gather for a celebration of the children's work and a gala concert. Afterwards the children then enjoy fun and games, followed by a party. Parents and guardians, as well as younger siblings, are invited to join the celebration, where children are congratulated, presented with their Certificates and given a large collage of some of their work. We find this experience a hugely successful way of encouraging the children to embrace the changes ahead, whilst giving children, staff and families a chance to say 'thanks' and 'goodbyes'.

Transition practice will be reviewed and evaluated on an ongoing basis by all staff.

This Policy is to be read in conjunction with our

- Staff absence Policy
- Risk management Policy
- Staff training Policy

Józefa Chrobak
Directress

Reviewed on:	14 January 2023
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