

## **General Transition 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, from one room to another, from one teacher to another and from pre-school to primary school so as to ensure 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 individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. 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 both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

### **Principle**

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

### **Procedures**

The Directress and Support Teacher are responsible for ensuring the Transition Policy becomes effective practice. These persons will be required to reflect on the transition practice as part of the setting self-evaluation process on an annual basis. The views of the parents are sought including their views on transitions. We continue to build on good relationships with the local community as well as other professionals to make it easier to access help and support for children who have identified additional needs as they enter our setting.

Parents are advised of our Pre-Admission Procedures as set out in our Settling In Policy. We allocate a key person before the child starts. The key person is responsible for settling the child into our setting. All staff offers unconditional regard for the child and are non-judgmental.

### **Transition from Home into 'Grace Park Montessori'**

We value 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, these feed

into individual 'learning journeys'. These help the child to keep home in mind and show families that we value them in our setting.

Parents are welcome to come and visit our setting at any time

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.

We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.

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 and enables them to match the home routine of the child within our setting, wherever possible.

We create an environment in our setting that reflects the needs and interests of the child

We use boards to display information about what happens in the setting and we 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 available for families to look through in our cloakroom area.

We support children who have identified additional needs as they enter our setting.

We collect information at point of entry about any other professional who is involved with the child and family.

We seek parental permission to work with other professionals before entry to ensure the setting is ready to meet the child's physical, emotional, social and learning needs.

### **Transitions Between Rooms and Key People**

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

Parents are positively encouraged to add information about the child which key persons subsequently respond to within the setting.

Transition forms are completed by the key person and passed on to the new key person.

Parents are introduced to the new key person and given an opportunity to chat and discuss any anxieties they may have.

We organise displays and have open days to help parents understand how young children learn and develop, which helps parents to enhance learning opportunities at home.

The Key Person also takes responsibility for telling the parent or carer about events in the day that have been important for the child, which is an additional and highly valuable way of communicating information with parents.

The Directress shows that she values smooth transitions by giving time for staff to support children and families

Staff are organised to enable Key People to be available at handover times to talk to parents.

The effectiveness of daily or weekly communication between parents and child is monitored.

We continue to support children with additional needs

Where relevant, professionals who support individual children are able to do so in the setting where the child is more settled and confident.

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.

### **Transition from Pre-school into Primary School**

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

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

Written information is shared with school via the parents and carers.

We organise (if necessary) and attend a 'transition meeting' for those children with identified additional needs, with the support of our Early Years Support Teacher. Parents and carers, staff from local schools and key persons 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. This document also includes a section for the thoughts of the child and the thoughts of the parents/carers to be recorded at this stage in the child's journey.

An annual Graduation Party is organised in the summer term, where staff , parents and children gather for a concert. They then enjoy fun games, followed by a party. Parents and carers, as well as younger siblings, are warmly 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 evaluated as an ongoing interest, by all staff

Transition Policy will be reviewed annually by the Directress responsible for transitions and any changes will feed directly into future action plans.

This Policy is to be read in conjunction with our

- Admissions Policy
- Staff absence Policy
- Risk management Policy
- Staff training Policy
- Supervision Policy

**This Policy was adopted by Grace Park Montessori on \_\_\_\_\_.**

**Signed by:** \_\_\_\_\_

**Józefa Chrobak  
Directress**

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