

General Welfare Requirement: Organisation

Providers must plan & organise their systems to ensure that every child receives an enjoyable & challenging learning & development experience that is tailored to their individual needs.

Equal Opportunities

Transitions Policy

At Downton Community Pre-school we view transition as "a process not an event" (EYFS non statutory guidance) with this in mind our aim is to help children and families gain the knowledge and skills to make change a positive experience by:-

- helping the children to become resilient and capable.
- preparing children and families for transition by listening to concerns and providing information.
- planning activities and sharing information between children, families, our setting, other settings and schools to provide continuity of knowledge and care for each child.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child Development 1.2 Inclusive Practice 1.4 Health & Well Being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.1 Observation, assessment & planning 3.2 Supporting every child 3.3 The learning Environment 3.4 The wider context	4.1 Play & exploration 4.4 Areas of learning

Transition Procedures

In order to ensure positive transitions we will:-

- Encourage parents to share important details about children's previous experiences via our child profile when children first start at pre-school and provide them with information about and opportunities to visit pre-school.
- Allow flexibility when settling in so that the process is something children and families feel they have a real say in (see our settling in policy)

- Requesting and using information from previous settings so that we can gain a clearer picture of the child's emotional and developmental needs.
- Routinely be aware of building each child's resilience and confidence to enable them to approach changes positively.
- Work with schools and other settings sharing information via Learning Journeys, informal chats and visits as well as transfer reports.
- Provide additional support for those children with, for example, Special Educational Needs or English as an Additional Language via Early Years Transfer Forms and Transition Inclusion Support Meetings.

This policy was adopted at a meeting of	_____	name of setting
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed on behalf of the management committee	_____	
Name of signatory	_____	
Role of signatory (e.g. chair/owner)	_____	