

Lucky Ducks Pre-School – Scremerston First School

Joint Transition Policy

"Transition should be seen as a process not an event and should be planned for and discussed with children and parents" EYFS 2008

In this policy the process of transition is viewed as a period of adaptation and describes the movement that takes place from Pre-School to First School. We understand an important transition time for the children and parents is when they leave the familiarity of the Pre-School, or other settings, and enter Reception and begin building further links with the rest of the school. We also appreciate it can be a very anxious time, but here at Scremerston we do everything we can to support parents and children to make this transition smooth.

Settling children into reception begins while the children are still in Pre-School or other setting. Initially, when possible, children meet their class teacher, in the comfort of their familiar surroundings, so they have no need to feel anxious. After this, children visit the reception class in small groups with a familiar adult who stays with them, this enables them to see their new classroom and still feel comfortable. Later the children will visit reception, without their worker from Pre-School, but still with their peers from the class.

Aims for the Policy

We want the children to experience a smooth transition from Pre-School to Reception, so that children feel comfortable, calm and well adjusted: to enable the pace and quality of their learning to be maintained and to enable them to continue to make good progress.

Equal Opportunities and Inclusion

The children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued. There are clear guidelines and sharing of information for pupils with learning difficulties at transition.

Principles that underpin the policy

- Approaches to teaching and learning are harmonised at the point of transition.
- Planning is based upon previous assessment.
- Styles of teaching and learning meet the needs of the individual child.
- Children should enjoy new approaches at transition.
- Transition should motivate and challenge children.

THE TRANSITION PROCESS

Personal and Social Needs of Pupils at Transition

All children need to feel secure about moving to a new school. To ensure this takes place staff will:

- Communicate with children and parents so they are fully informed about the process of transition.
- Complete the information sheet with children and families to feed into the Reception class.
- Communication with all settings from which children transfer.
- During the Summer Term, prepare children for entering the Reception class.
- Provide opportunities for children to spend time exploring their new environments.
- Encourage similar routines, expectations and activities in both the Pre-School and Reception class.

The Management of Transition

Pre-School and Reception staff will work together

- To transfer EYFSP information to be fed into the EYFS profile.
- To transfer SEN information.
- To transfer any additional, relevant information.

The Lucky Ducks Pre-School leader will work with Reception class during afternoon sessions throughout the Reception year.

Implementing, Monitoring and Reviewing the Policy

The staff will be responsible for implementing this policy.

The staff will be responsible for monitoring this policy and will communicate this process to the Head Teacher.

The impact of this transition will be monitored. Children and their parents will be asked about their perceptions.

Assessment data will be analysed to identify dips in achievement at transition.

Other policies that Compliment / Support this Policy

The following policies specifically cross reference with this one:

- Teaching and Learning
- Equal Opportunities and Inclusion
- Special Educational and Disability Needs
- Assessment
- Curriculum

Persons Responsible: Shirley Holleywell and Emma Holleywell

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Footnote: Alternative formats available on request.