

General Welfare Requirement: Organisation

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

The Strawberry Patch Transition Policy

Policy statement

At The Strawberry Patch we organise 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.

(Named person?)... is responsible for ensuring the Transition Policy becomes effective practice. This person will be required to reflect on the transition practice as part of the setting self-evaluation process on an annual basis. A Parental Questionnaire seeks the views of the parents, and includes their views on transitions. We continue to build on good relationships with the Corpusty & Holt Children's Centre, 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.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

Procedures

- 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-judgemental.

Transition from home into 'The Strawberry Patch'

- 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
 - *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.*
 - *If the child displays a stronger attachment to another member of staff then we will transfer him/her to a new key person.*
 - *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, in the form of a 'Special Book'. 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 at play to effectively engage with parents, both on displays and using our wall mounted monitor. We also have a series of scrap books documenting special occasions, trips, visits, celebrations and everyday life at The Strawberry Patch available for families to look through in our cloakroom area.*
 - *We allocate all children with a coat peg and storage basket, identified by their name alongside a photograph. This helps children feel more secure and can contain a favourite toy, book from home, photographs, or comforter.*

- 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 are 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 settings, rooms and key people

- Learning Stories move with children between key people and/or rooms
 - *Learning stories are easily available for children and parents to look through or borrow, and are displayed prominently in boxes at the 'Scrap-booking' area, near the main entrance.*
 - *Parents are positively encouraged to add information to the Learning Story, which key persons subsequently respond to within the setting.*

- 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.
 - *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.*

- Managers show that they value 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.*
 - *Setting managers monitor the effectiveness of daily or weekly communication between parents and child (And on a less frequent basis with different settings the child may be attending, or additional support agencies for a child or families).*

- We continue to support children with additional needs
 - *Professionals who support individual children, such as Speech and Language Therapists, are able to do so in the setting where the child is more settled and confident*
 - *We work with parents as equal partners with, for example IEP's and CAF*

- We endeavour to share as much information as possible with other settings or carers, in the case when a child attends more than one setting. Parents are invited to be involved in this important process in order to achieve the best understanding of the child that we can.

Transition from pre-school setting into school

- The Strawberry Patch aims to maintain good relationships, built on professional respect, with all local feeder schools.
 - *Staff from feeder 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*

- Learning Stories are given to the child and parent/carers, and recommended to share with new key person in school.

- 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 feeder school 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 an 'All About Me' summary written by their key person, identifying key information about the child with links to the EYFS where appropriate. 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 'Leavers Party' is organised in the Summer term, where staff and their key children walk to local Baconsthorpe Castle for fancy dress and fun games, followed by a picnic. Parents and carers, as well as younger siblings, are warmly invited to join the celebration, where children are congratulated, presented with their Learning Stories and given a small gift & card. 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'.

This Transition Policy has been written in August 2010.

Transition practice will be evaluated as an ongoing interest, by all staff (particularly key persons).

Transition Policy will be reviewed annually by the 'named person' responsible for transitions, and also as an integral part of the annual SEF review, where any changes will feed directly into future action plans.