



# JOHN WILKINSON NURSERY AND OUT OF SCHOOL HOURS PROVISION

## TRANSITION POLICY

### STATEMENT OF INTENT

At John Wilkinson School and Nursery (including out of hours provision) we believe that the emotional wellbeing of all children is paramount. During transition phases, it is crucial that children and families are fully supported to ensure a smooth transition whether from home to the setting, between settings or when moving onto school or secondary school.

### AIM

Entering a new situation can be a very stressful time for children and families. John Wilkinson School and Nursery (including out of hour's provision) aims to work in partnership with parents/carers, practitioners from other settings and/or child-minders and school staff to share information about the child ensuring relevant support is in place. We offer support and understanding to the period of adjustment required by children and parents/carers as they adapt to change, to ultimately promote a smooth transition and continuity of learning and development.

### METHODS

#### BEGINNING NURSERY AND RECEPTION

When children are joining, we offer a Home Visit, which we find extremely useful in the transition process. The Reception teacher, Nursery manager and /or Key person will attend the home and spend a short time getting to know the child and family, including gathering information regarding allergies, dietary requirements and any medical issues. This is a useful opportunity to gain a better understanding of the interests of the child in an environment where they are naturally comfortable and relaxed, as well as chance for children and families to become familiar with at least two members of the staff in the setting. We supply information about the setting and answer any questions families may have. We also offer pre-start visits to support children being familiar with the setting and where things are. In Nursery, on the children's first session we encourage parents to follow what feels comfortable in terms of staying with or leaving their child. They know their child best and will generally know what will work for their child. Practitioners support these decisions.

#### STARTING SCHOOL

For children due to move onto Primary School, we provide Stepping Stones sessions. The Reception teacher from John Wilkinson School regularly visits nursery and begins taking part in circle and story times. The Stepping Stones session also offer a regular visit to the reception class in school. This is a very useful opportunity in terms of smooth transitions as children meet the reception teacher, join in with child-initiated play both indoors and outdoors and join in with a circle time activity with the reception teacher. It is also a good time for children to become familiar with all the worries children often have when in a new and unfamiliar place i.e. where the toilets are, where they put their coats etc. This is also a fantastic opportunity for the teacher to get to know her future pupils again aiding a smooth transition. With parents' permission assessment, information is given to the teacher prior to children

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starting at school to ensure a well-rounded picture of each child. Where there are any Individual Person Centred Plans or Early Health Care Plans in place we also offer transition meetings where parents, staff, any outside agencies and the reception teacher attend. This provides useful information sharing for the reception teacher ahead of children's start at school and is an opportunity for parents to air any concerns or worries.

The Stepping Stones sessions are more structured in nature and support transitions and prepare children for the school environment; we ensure children are well informed about school using stories, pictures and circle time discussions. We offer school meals from the school kitchen on this day also which again makes children familiar with school routines.

At Christmas time, children are invited to attend a performance by the Key Stage 1 children.

In situations where children are leaving Nursery to go to other primary schools, we contact the school to encourage similar support. Sometimes reception teachers are able to visit the setting to meet the child and gather information from the setting (with parental permission). This is helpful in again becoming familiar with the child aiding transition. Again, we pass on all tracking information on a child's departure.

### **EQUAL OPPORTUNITIES**

We recognise that for some children e.g. special educational needs and disabilities, English as an additional language etc. Transition can become very stressful and can affect a child's progress, hence we will strive to identify those requiring special attention/support, whatever the child's race/ colour/ gender/ belief's at an early stage, and the teacher in reception class will be aware of this as early as possible.

### **HOW PARENTS/CARERS CAN SUPPORT THEIR CHILD**

We understand the importance of parents/carers role in providing stability and continuity throughout the transition process for their child, the following are ideas for offering support:

- Preparing your child for Nursery by explaining you will leave them but you will come back and ensure your child is used to being left with other adults sometimes
- Talk to your child about their key people
- Allow time to talk through your child's worries and concerns
- Share information about your child during settling-in sessions
- Be involved in the sharing of information between settings/child-minder

We will always try to make any move for the children as smooth as possible and will help the child and their parents/carers as much as is possible with any transition their child may need to make, being it moving to school, another setting, moving house, etc., and would encourage parents to make us aware of any changes to their child's life that we may be able to help them with.