



## **TRANSITION POLICY**

Brockham Green Nursery recognises that transitions occur throughout early childhood. They occur at different times as a young child moves from home to an early years setting, from one early years setting to a different one, and when a child moves from an early years setting to a primary school.

### **Procedures**

Brockham Green Nursery aims:

- To meet the needs of the children and individual parents and carers at times of transition
- To work in partnership with parents/carers to ensure transitions are effective and successful
- To gather written information about each child by parents/carers and children
- To ensure parents receive useful information about the Nursery
- To share the settling in policy with parents/carers
- To provide opportunities for staff and parents to meet and discuss progress or concerns
- To work in partnership with other nurseries attended by the children and schools they will be going to
- To work in partnership with other professionals involved with some children who have additional needs and who may need enhanced transition arrangements.

As staff we will:

- Ensure parents are notified of transition dates
- Gather written information from parents/carers and children to ensure we are well informed about each child i.e. admission forms, 'all about me' forms (sharing likes and dislikes etc) and permission slips (for outings, photographs etc)
- Share information about the Nursery with parents/carers in the form of prospectus, notice boards, newsletters and talking with staff
- Share our settling in policy with parents/carers
- Ensure that we ask and take account of parental/carer views by ensuring they have the opportunity to ask questions, discuss progress and air individual concerns throughout the year, both formally through parent meetings and informally using the nursery's open door policy

- Complete appropriate transition documents as appropriate, share with parents/carers and pass it on to next setting or primary school.
- Arrange reciprocal staff visit(s) to the current and receiving setting, where relevant, prior to child's placement
- Arrange a meeting between staff from the relevant setting/school to exchange information
- Endeavour to have regular, effective communication in place where a child attends more than one provision at any one time, to ensure a smooth transition
- Work in close partnership with receiving primary school
- Ensure all staff recognise the holistic nature of children's learning and development and respect different teaching and learning approaches.

**Date for review: March 2025**