



Yateley Community Pre-School

Registered Charity No. 298231

16 Transition Policy

At Yateley 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
- establish feelings of trust and respect with parents and children
- ensure all parents are made to feel welcome
- treat children as individuals to ensure each child has equality of opportunity
- planning activities and sharing information between children, families, carers, childminders and other settings and schools to provide continuity of knowledge and care for each child as a two way flow of information, knowledge and expertise, via Learning Journeys, informal chats and visits. Use information passed on from parents or other settings to help inform planning and gain a picture of their emotional and developmental needs
- Create an appropriate environment for good communication with parent / carers for example information displayed about the setting
- collect information to support initial interests, be adaptable and flexible in our approach to the curriculum to build on children's interests, observe young children and use this to identify next steps
- make the provision fun for children, show we enjoy being with them and that we value and respect them, support the building of their self esteem and confidence
- a home visit by key person and one other at parents request

Transition Procedures

In order to ensure positive transitions we will endeavor to

- encourage parents to share important details about their children's previous experiences via our All About Me book, transition form and registration documents when a child first starts pre-school and provide them with information about us and give opportunities to visit pre-school and / or a home visit if requested
- 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)
- find out about a child's ethnicity, faith and cultural heritage and home experiences, so that familiar experiences and interests can be a starting points for learning and teaching
- promote self-confidence and positive attitudes to learning in all children whatever their gender, ethnicity, home language, special educational needs, disability or ability
- provide additional support for those children with for example, special needs or English as a second language
- be aware of and support parental needs for example literacy difficulties, English as a second language and special needs
- talk with other professionals that know the child
- involve parents / carers in the process of induction, provide a parents pack to include information on policies, pick up procedures, EYFS etc..

- send photographs of setting home prior to child starting to familiarize them with the setting
- pass on information about the child's progress to next setting for example records of developmental progress through the EYFS and next steps

This policy was adopted at Yateley Community Pre-schools Meeting held on 24 th Sept 2018		
Signed on behalf of the management committee	Print name	Date
		24 th Sept 2018
	Current Chair	
Role of signatory (eg Chair...)	Chair	
Date to be reviewed	Yearly unless policies need changing before	