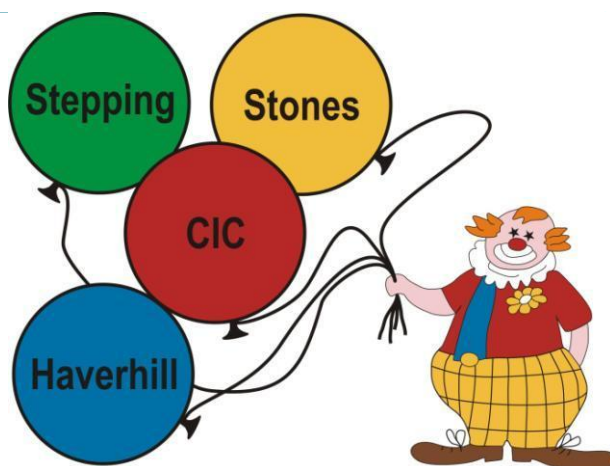


**General Welfare Requirement: Documentation**

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



**Equal Opportunities**

**39. Transition Policy**

At Stepping Stones Childcare & Education CIC we see transitions as the change a child encounters from one place to another. These transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations. By the time a child reaches school age they may have already experiences several transitions periods including:

- The transition from home to setting
- The transition from one provider to another
- The transition from childcare provider to school.

**EYFS key themes and commitments**

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive Practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting Learning 2.3 Key person	3.1 Observation, Assessment and Planning 3.2 Supporting every child 3.3 The Learning Environment 3.4 The wider context	4.1 Play & Exploration 4.4 Areas of learning and development

Transition is like a journey and takes time, preparation and planning. Adults can help a child's journey into new territory by supporting them before, during and after the transition occurs. Parents and practitioners need to work together, sharing information they have about the child and what support he/she may need.

Transitions involve a process of change that requires a period of adjustment for the parent and the child. To help adapt with this change, we aim to provide as much continuity of care and education as possible. We will accomplish this by sharing information about your child and work closely with other providers who care for your child and any provider your child may move on to.

#### **Transition from home to setting:**

- Information sharing (Learning Journey's) is the child's starting point
- Home visits (if possible)
- Settling in procedure
- Role of the key person
- Comforter / objects
- Parent's pack – outline routine / policies

#### **Transition Procedures**

In order to ensure positive transitions we will:

- Encourage parents to share important details about children's previous experiences via our 'book about me' when children first start at preschool and provide them with information about and opportunities to visit the preschool
- 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)
- Requesting and using information from previous settings so that we can gain a clearer picture of the child's emotional developmental needs
- Routinely be aware of building each child's resilience and confidence to enable them to approach changes positively
- Work with school and other settings sharing information via Learning Journeys, informal chats, visits and individual Transitions form 'All about me'; including information about strengths and what child still needs support in
- Provide additional support for those children with, for example, Special Educational Needs or English as an additional language via Transfer Forms and Inclusion meetings.

#### **Legal framework**

- Freedom of Information Act 2000
- Data Protection Act 1998
- GDPR 2018
- Human Rights Act 1998
- Children Act 1989

**Please note that all staff should read and be aware of the MASH & LADO posters within the setting.**

This policy was adopted by	Stepping Stones Childcare & Education CIC
on	28.02.2017
Date to be reviewed	September 2020
Signed on behalf of the management	
Name of signatory	ELAINE MCMANUS
Role of signatory	MANAGER
Name of signatory	ANNE JESSOP
Role of signatory	DEPUTY

**Review:**

This policy is reviewed every year or whenever deemed necessary by the manager in the light of events and changes in the law.

This policy was given to staff to read on 17/08/2019 and acknowledged by staff electronically.