

Laburnum Lower School

EYFS Transition Policy



Name of policy: EYFS Transition Policy

Issue number: 2

Date reviewed: April 2014

Date to be reviewed: Spring 2015
(Review frequency at discretion of Governing Body)

Approved

Name Signed..... Date
Headteacher

Name Signed..... Date
Chair of Governors

Laburnum Lower School

At Laburnum Lower School we understand that transition is an important time for children and parents alike. We recognise its importance and aim to provide positive opportunities, information and guidance for all at these crucial times.

EYFS Transition Policy

Children's social, emotional and educational needs are central to any transition between one setting and another or within one setting. Ensuring that all children's needs are met and there is continuity in their learning is our overriding aim.

Aims for the Policy

We aim to provide a coherent, seamless transition for all of our children. We strive to provide a positive experience of transitions for our children which will not hinder their wellbeing, learning or development.

It is our aim to actively involve children and parents in the process of transition and value and explore their perceptions about transition.

Equal Opportunities

Continuity of support is important at times of transition. A Key Person is identified early to help this process and make contact with any other professionals who may be involved with the child and/or family. This Key Person is most likely to be the EYFS Leader, SENCo or Headteacher. Transition Plans are completed for children with additional needs. Children whose progress or development may cause concern are assessed and supported in line with our school policies on Special Educational Needs and Child Protection.

At Laburnum Lower School we are committed to:

- ensuring a smooth transition between settings, year groups and key stages for parents, children and practitioners
- ensuring information is shared between different settings in terms of children's development, learning records and any other information
- ensuring parents, children and practitioners have adequate information relating to transition
- ensuring the children settle quickly into their new setting or year group

(1) Transition into setting

- Parents and children who have expressed an interest in attending Laburnum Nursery are invited to a series of open days throughout the year. Individual visits are also welcomed, subject to appointment.
- Home visits are offered to all families, generally in the week before a child's expected start date. Home visits are carried out, whenever possible, by the Nursery teacher and support staff. In certain circumstances a visit may be undertaken by the Headteacher, Deputy headteacher, Foundation Stage Leader or SENCO.
- Informal parents' consultations are held in the first term to discuss how children are settling in and give a baseline assessment. Parents are encouraged to add their comments at this time.

(2) Transition into Reception

- Nursery and Reception share a common area and outdoor area and integration between classes is encouraged.
- During the year joint activities are organised between Apple (Nursery) and Cherry (Reception) classes. For example, celebrations, Educational visits, picnic in the park, sponsored events and sporting activities.
- During the term before entry into Reception, Nursery children spend time exploring the Reception classroom.
- During the term before entry into Reception, Nursery children spend a series of sessions in the Reception classroom with the Reception teacher.
- Whenever possible, at least one member of Nursery support staff move up into Reception with the children to help with the transition process.
- Both the Nursery and Reception teachers use the same assessment process to enable easy recognition of children's aptitudes, likes, dislikes etc. by all staff.
- During the Summer term, Nursery children spend time in the main school building to explore the library, toilet blocks, cloakrooms, office etc. Lessons are planned to take place in the hall to allow the children to experience different parts of the school.
- During the second half of the Summer Term Nursery children attend some shorter assemblies in the main hall. They also use the dining hall for snack time several times to reduce anxiety concerning lunchtime.
- Transition questionnaires are given to parents of those children who have moved from Nursery to Reception to enable opportunity for parents to comment constructively on the process.
- An information evening for parents is held by the FS leader and FS link governor in July to explain the organization of the reception class and curriculum and to give parents a chance to visit the classroom, dining room and other areas around the school.
- Further parents' information evenings are held in the first half of the autumn term to reflect on the transition process, provide information about the EYFS curriculum and profile, and address concerns or questions.
- Nursery and Reception operate an open door policy and parents and carers are encouraged to share information, worries, concerns and successes with all staff throughout the year.

(3) Transition into Key Stage One

- Reception children attend assemblies with the main school during the summer term and for special assemblies throughout the year.
- During the summer term Reception children join the main school during break and lunch time play on the main playground, supported by a member of Reception staff.
- During the summer term Reception adopts a modified time table that is more similar to the experience in Year 1.
- Assessments, reports and profile data are shared with the Year 1 teacher at the end of the summer term.
- Reception children take part in the 'shuffle up' sessions with the main school. In addition they have extra sessions in the Year 1 classroom with Year 1 staff.
- As far as possible, in the first half of the autumn Term, the Year 1 time table remains similar to Reception, including free choice opportunities, sand, water and malleable play and morning and afternoon outdoor play.
- Where applicable, the early Learning Goals are used to ensure accurate assessment and planning of learning opportunities for children in the first term of year 1.

- Consideration is given to the links between the seven areas of learning in the Foundation Stage and the National Curriculum subjects (as per the new Early Years Curriculum, more info at www.gov.uk/schools-colleges/early-learning-childcare)
- Special attention is given to the gradual introduction of the more formal teaching of year 1.
- The end of year assessments are shared with the year 1 teachers to assist with transition and planning in year 1.

(4) Transition from Breakfast Club, into After School Club, from/to Childminders

- If transition forms are received from other providers, these are used to form the basis of initial assessment, without diminishing the importance of teacher assessment in the first six weeks.
- Wherever possible, other providers are given information about the Nursery - for example, the Nursery leaflet.
- Wherever possible, Nursery staff visit childcare providers to gain an insight into settings that children will be coming from.
- Providers of childcare are welcome to visit the Nursery to increase their knowledge of how our setting operates.