



TRANSITION FROM HOME or PRE-SCHOOL – NURSERY - RECEPTION

‘There is evidence that children ‘dip’ at transitions, in both cognitive and social-emotional areas, that they face a range of changes – in environment, in relationships, in identity, in learning expectations, in curriculum and in the pattern of their days.’ (Dunlop and Fabian 2007)

Transition is a key priority for Cavendish Community Primary School. Here, we recognise that positive transitions are significant for children’s personal, social and emotional well-being, cognitive development and achievements. It is vital to acknowledge children’s individual circumstances and prior experiences in order that the transition process is flexible and focussed on meeting the needs of children and families.

Working closely with families is key to supporting effective transitions. Parents and carers have a significant role to play in preparing and supporting children at times of change and, at Cavendish Community Primary School, we acknowledge them as partners and involve them as fully as possible.

Here, transition is viewed as a process and not an event; planned carefully to ensure children have positive experiences and the move from home to Nursery or pre-school to Nursery is as smooth as possible. Adults are interested, reliable and responsive to help young children develop a sense of trust and security.

Transition to Cavendish Community Primary School Nursery provides opportunities for:

- families to be involved
- developing positive relationships
- building on previous experiences

- managing change and new challenges
- flexible approaches to meet individual children's needs
- collaborative working
- meaningful, progressive learning experiences

Roles and Responsibilities of Practitioners:

Positive transitions are a shared responsibility of parents and pre-school and primary staff, each valuing the expertise and crucial role that all have to play.

- Time is created for dialogue with parents, carers, colleagues and relevant agencies to gather information about the child's learning and development.
- Issues of confidentiality are respected when sharing information.
- All relevant information (eg medical, Child Protection chronologies, Speech and Language input, Educational Visitor involvement) should be transferred with the child to the new setting.
- A shared understanding of pedagogy, experiences and outcomes for EYFS are developed.
- Effective use of pupil's personal 'Learning' and 'Progress' journeys is made.
- An appropriate learning environment which supports progression, adaptation and a careful balance of child initiated and adult led learning is developed.

Activities undertaken to promote successful transition Home / Pre-School to Cavendish Community Primary School Nursery:

- Children are invited to visit the setting to 'come and play' on a number of occasions, with their parent/carer in the term prior to starting Nursery. This could be to take part in an event, such as the Summer Fete and/or Eid event.
- An informative Transition Handbook is provided (eg including information about the curriculum, staff, snack, suitable clothing, complaints procedures etc).
- Meetings with parents, carers, playgroup staff or relevant agencies are arranged to share curriculum and practical information about the child's development

- A key worker with whom the child can develop a secure relationship is identified for each child. The key worker will visit the family in their own home one or two days prior to the child's first day at the setting
- The opportunity to complete an 'All About Me' booklet is provided.
- Parents and Key Workers will complete an Ages and Stages Questionnaire (ASQ-3) before the child starts in order that the Nursery staff can plan appropriate next steps for the child.
- A settling in process is devised to meet the individual needs of each child. The children will enter the Nursery on a 'staggered intake', ensuring a nurturing and supportive start to school life.

Activities undertaken by Cavendish Community Primary School in order for successful transition from Nursery to Reception:

- Nursery children and staff are invited to school events eg festive occasions, sports day, fund raising events etc.
- Reception staff are encouraged to "drop in" to the Nursery to become familiar faces.

At least one member of nursery staff transitions to reception with the children, to remain for at least a year.

During Nursery Summer Term:

- Nursery children are spoken to and listened to about their expectations of Reception.
- A video is created by Reception children addressing questions posed by Nursery children.
- A booklet with photos of the school-entrance/all staff who will be involved with them/learning environments/ toilets/ outside area/lunch hall- will be given out so that children can remember the setting during the holiday before they start.

- Parents/carers with children from other settings are invited to visit the new setting with their child, and a nurturing and supportive transition is agreed upon to suit the needs of the individual child.

During Reception Autumn Term:

- A curriculum information evening for parent/carers of children within Early Years is held in the first half term.
- PSED is at the fore-front of planning in the first few weeks of Reception in order that children develop confidence in their new environment.
- Nursery staff who are familiar to the children will be released to support children in Reception on first day/s.
- 'Come and Play' sessions will take place as planned events throughout the year.