City of Doncaster Council

Developing an Effective Transition Policy & Procedure

Transitions must take into account the individual needs of all children involved. All staff must be aware of their statutory duties around providing continuity for all children during the transition period. Future learning is better accomplished following a successful transition period and supports children's personal, social and emotional development.

Research identifies that an effective settling in period not only impacts positively on their time at the setting but also supports children with future transitions.

The policy and procedures should include:

Transition from home into setting:

- The types of information requested from parents prior to a child commencing at the setting, how this information if regularly updated and who is responsible for ensuring updates happen

- Consent from parents to receive information from the health professionals regarding the Ages and Stages Questionnaire (ASQ), if age appropriate.

- How each child is allocated a key person at the point of entry, how the most appropriate person is identified and how this person supports the initial settling in period. How parents are informed of the child's named key person and how children are adequately supported should their key person be absent from the setting (buddy system)

- The circumstances in which a key person may be changed and how parents are informed of the change and the circumstances surrounding this

- Does the setting carry out home visits and if so who is responsible for carrying these out and when do these happen?

- How the setting work in partnership with parents to support the initial transition into the setting and how regular contact with parents takes place to support the child during the settling in period

- How the settling in procedures support children with SEND, do the setting carry out a pre-entry meeting and if so when does this happen and with whom?

- How parents knowledge is used to create the initial baseline assessment on entry and the types of guidance used to support this, for e.g. development matters and 'what to expect when'. How this important information is gained when supporting parents with additional needs or English as an additional language (EAL)

- How information is shared with parents formally and informally during the transition period and thereafter

- How parents are encouraged to say good bye to their children as opposed to just leaving them without saying good bye and the reasons for this, i.e. separation anxiety and how children would see this as abandonment.

- How parents are encouraged to be actively involved throughout their child's time at the setting and how they also support internal transition

- What communication takes place between nursery and home and how is this shared with parents at the end of the child's session?

- **Transition whilst in the setting (transitioning from room to room)**

- How the rooms are divided, i.e. are the environments organised for the ages or development stages of the children

- How are parents made aware in advance that their children are ready for transition into a different room and how are parents encouraged to be involved in the transition?

- What processes are in place to enable the child's existing key person to support the transition into the next room and how long does the support continue?

- What processes are in place for allocating a new key person when a child transitions to a new room and what handover takes place with the previous key person?

- When transitioning from the baby room, when do the staff complete the two year old progress check, who completes the check and what is the involvement of the parents/carers and health professionals, including the Health Visitor (HV) and the Community Nursery Nurse (CNN)

- What process is in place for transition where children have additional needs? How are the child's needs communicated to the new staff team, how does the SENCO support the transition and new staff and what involvement does the child's parents/carers have in the transition?

- Are baseline assessments completed when children transition into a new room? If so who completes these and how are parents involved?

Transition to school or other childcare setting

- How are staff made aware of the school or setting that children are transitioning to? What is the parent's responsibility for sharing information?

- Consent received form parents with regards to sharing information to support the smooth transition for the child

- What communication takes place between the existing setting and the new provider? How long before transition does this commence and for how long does this happen?

- What is the role of the child's key person when children access a new setting?

- Does the setting encourage a two way system for communication, i.e. do meetings take place in both settings, for e.g. are staff from the new establishment invited into the setting and vice versa?

- What is the process for sharing the child's assessments with a new provider and when does this happen? Who is responsible for ensuring this happens?

- What is the process for sharing any safeguarding concerns with other settings, and who is responsible for doing this? How is the recorded?

- Is there a process in place for the key person to accompany a child to their new setting and if so for how long?

- If applicable how is the child's two year old progress check shared with the new setting?

- What process is in place for transition where children have additional needs? How are the child's needs communicated to the new setting? How does the SENCO support the transition and what involvement does the child's parents/carers have?

- What support is given to the parents through the transition process and how are children and their families with EAL supported?

- How are LAC, children on child protection plans and/or children with an Early Help Assessment supported? When an existing member of staff is a lead professional within the TAC process and the child moves to school and/or a new setting how is the lead professional role delegated to a more appropriate member of staff?

The policy should be reviewed:

- Following any occasion when any part of the procedure has been implemented.
- Whenever changes to legislation are produced.
- At least annually.
- The policy and procedure needs to be signed by the registered person, include reviewed date and next review due date.
- If any changes are made to the policy when reviewed the staff and parents need to be informed.

Links to other policies & procedures

- Safeguarding Children
- Confidentiality
- Inclusion

This information is provided for guidance only. It is your responsibility to ensure that all statutory legal guidance is adhered to. Consideration needs to be given to any changes in legislation subsequent to the production of this information.