

# SAMPLE TRANSITION POLICY – FOR SCHOOLS USE.



## Definition

In this policy, “transition” describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice have been adapted to support children in settling into their new learning environment in preparation for future learning and development.

## Aims and Objectives

Children will experience many transitions in their early years and is sensitive to the difficulties children may have whilst going through these changes.

Some examples of transitions that young children may experience are:

- starting school or moving nursery
- changes in home environment such as family breakdowns, new siblings, moving home, death of a family member or a pet
- additional or medical needs that require careful consideration and may involve support from outside agencies

We want our children to experience a smooth educational and emotional transitions from any stage to the next. In order to achieve this, we will:

- promote the smooth transition of all children regardless of their background or circumstance
- prevent and alleviate stress
- promote the continuity of teaching and learning between all phases

## Policy principles

The principles that underpin our transition policy are:

- Transition is about the school being ready for the child.
- Children’s emotional welfare, wellbeing and involvement should be at the heart of transition.
- Children, parents/carers and staff need to be involved on an equal basis.
- There should be a professional regard for the information from the previous setting/phase.
- Children should enjoy the transition process, whilst being motivated and challenged.
- Effective transition takes time so is seen as a process rather than an event.
- Consideration is given to individual children who may take longer to settle.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement, e.g. routines, interests, family circumstances and relevant medical information, alongside any additional needs.
- Other relevant information will be shared on a “need to know” basis, e.g. social care issues, special educational needs and/or disabilities (SEND), looked after child, etc (all compliant with Data Protection Act).



- Relevant medical information, alongside any additional needs, will be clearly indicated, in addition to other relevant information, e.g. social and emotional concerns, special educational needs and/or disabilities. Where appropriate, staff will be trained to meet these needs.
- Approaches to teaching and learning will be reviewed and adapted at the point of transition.
- Planning should be based upon children's needs, interests, stages of development and attainment information from the previous setting/class.
- Styles of teaching and learning should effectively meet the needs of children with age-appropriate routines.
- Staff allocation and deployment take into account the needs of the children.

The collection of information prior to the children starting will be in cooperation and partnership with parents/carers, existing staff, receiving staff and, if age appropriate, with the child.

We will ensure that all information sharing between professionals and parents/carers follows all statutory and recommended data protection guidance. This includes referring to the organisation/school guidance and the General Data Protection Regulations 2018.

## How we facilitate transition at

Our transition processes are planned in advance and include a range of opportunities for children and their families to communicate with staff and visit the school. As part of this process we:

