
# **Transition Policy and Procedure**

Village Preschool Bosham recognises that transition is an important process for all children and their families. We consult with parents/carers and children before and during the transition process.

At Village Preschool Bosham we take the lead from the children and understand how important it is to listen to the their thoughts, worries, fears and excitement about moving on. We make time to communicate with children during our circle times, at quiet moments and through general conversations. We consult with parents/carers by holding parent/carer consultations and also through general every day conversation. We endeavour to create a welcoming environment where children and their families feel confident to share their thoughts and feelings.

We are a small group and do not have separate areas for the different age groups within the setting. All children and staff work together and it is our aim to ensure children’s key persons remain with them until they are ready to move onto school or leave the setting.

On joining Village Preschool Bosham and before beginning the transition process parents/carers are asked for their permission for Village Preschool Bosham to share information about their children’s progress with other settings.

To support the smooth transition for children and their parents/carers to a new setting/school, Village Preschool Bosham follows the below procedures:

Children moving on to School or new Early Years setting:

Please note that this transition usually takes place in the summer term.

* Refer to each child’s ‘Registration’ form ensuring permission is given to share information with other settings.
* Discuss the transition process with parents/carers and the child. Listen to their opinions, concerns and thoughts.
* Contact the local schools/new Early Years setting. We invite/welcome teachers/ EY practitioners to meet the children during a session. Parent/carers are invited too. This enables Village Preschool Bosham, the children, parents/carers and teachers/EY practitioners to share information.
* Organise separate transition visits with parent/carers, teachers/head teachers/EY practitioners and outside agencies to share information about children with a Special Educational Need.
* Transitions to Infant School - Contact the local schools to arrange a visit and a tour of the school with the children. We believe this enables individual children to walk around their new classroom/playground and build their confidence about moving on.
* Parents/carers are invited along too and the children take photos of their new school. We visit local schools within walking distance with the children and schools that are not local we ask the parent/carer to take photographs of the school enabling us to share them with their child.
* Make packed lunches/school dinners with all the children. This helps to encourage conversation with the children about eating at school and what it might be like.
* Parents/carers of school leavers are encouraged to access the ‘Lunch session’ in the summer term. We believe this can support the children in a possibly ‘new’ social situation and supports independence for example being responsible for their lunch box/opening packets.
* The role – play area transforms into a school classroom. This activity encourages the children to become the teacher and experience what it may be like to be at school.