



TCC Christian Preschool

Transition and Continuity Policy

Introduction

Transition concerns the changes a child encounters from one place to another e.g. from home to preschool and starting school. Often these transitions involve a process of change that requires them to adapt their thoughts, feelings and behaviours to meet new expectations.

Through the implementation of this policy TCC Christian Preschool aims to work in partnership with parent/carers, practitioners from other settings and school staff to share information about the child and what support he or she may need. We offer support and understanding to the period of adjustment required by children and parents/carers as they adapt to change.

Transition from home to the setting

Staff are sensitive to the needs of children and parents/carers when they first start preschool. Practitioners understand that all children settle differently in their own time and preschool is able to accommodate the differing needs of individual children.

We offer support in the following ways:

- Information sharing, the child's starting point which is on the admission form
- An open afternoon before a child starts at the setting to meet the staff and fill in the necessary forms
- Information for parents when their child first attends – a welcome pack, who the child's key worker is, where copies of the policies are etc.
- Home school diary
- Special arrangements to support children who speak ~English as an additional language or who have learning difficulties e.g. staff using words in the child's home language and obtaining support from outside agencies.

Transition from one provider to another

When a child attends more than one setting we make contact with them and share information to provide the best outcomes for the child. These include:

- Obtaining permission from the parent/carer to make contact with the other setting
- Share behaviour strategies if needed
- Reports on progress are shared with the other setting with parent/carers permission and we encourage them to share with us in return in line with sharing information with other settings under EYFS.

Transition from the setting to school

We recognise starting school can be a worrying time for children and their parents/carers, and the more that can be done to ease this transition the more positive an experience it will be for all involved.

- Teachers/support staff are encouraged to visit the child in the setting and make direct contact especially where there are concerns about a child's behaviour or development
- Activities are organised which reflect the transition process e.g. using a classroom setting in a separate room, role play etc. Opportunities are provided for children to express their concerns and fears.
- Documents and assessments of the child's progress within EYFS are transferred via the parent/carer.

How parents/carers can support their child

We understand the importance of parents/carers role in providing stability and continuity throughout the transition process for their child and the following are ways in which support can be offered;

- Preparing the child for preschool by explaining they will be left but the parent/carer will return for them and ensuring the child is used to being left with other adults occasionally
- Talk to the child about their key worker
- Allow time to talk through the child's worries and concerns
- Share information about the child during the settling in period
- Be involved with sharing information between settings

With the parents/carers permission we will pass on any relevant information to a new setting or school via telephone and/or letter with any information that will be relevant to the child's particular needs.

If a child had additional needs the SENCo will ask for the parent/carers written permission to be allowed to contact a new setting or school and any other professionals involved to arrange for information to be passed on to ensure continuity of care is carried out during the child's transition.

Other information

The Children's Act 1989

The Special Educational Needs and Disability Act (SENDA) 2001

The National Standards 2001

SEN Code of Practice 2001

EYFS Principles 2008

EYFS Statutory Framework 2012

1.1 Child Development 1.2 Inclusive Practice 1.3 1.4 Health and Well Being	2.2 Parents as Partners 2.3 Supported Learning 2.4 Key person	3.2 Supporting Every Child 3.4 The Wider Context	
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Signed Manager

Date