**Transition Policy**

**Our Commitment to Effective Transition**

At Branston Little Pickles Pre-School we are committed to support children to grow in confidence, social skills and work towards independence. We begin this process from the point that they start at Pre-school. When the children are four they progress to their next stage of education to a Primary setting.

**Building on the EYFS Guidance**

Statutory guidance in the Early Years Foundation Stage (EYFS) promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The three prime areas within the EYFS reflect the key skills and capacities all children need to develop and learn effectively and become ready for school.

**The Transition Process**

In the transition process we ensure that multi-agency working supports all our communication, with the child at the centre of our planning. We will ensure that where other professionals are involved, whether under a TAC (Team around the Child), social care involvement or additional needs, we are efficient in sharing information with the consent of parents. We work with school settings which children are due to attend to support in the transition of TAC and social care processes. In the Summer Term, once school places are confirmed, we will liaise with local schools where our children are due to attend.

When the school places are confirmed in April, we work with the schools which our children will be attending to support in understanding the school routine and activities. Local schools offer ‘taster days’ and school visits. The children from Branston Little Pickles Pre-School who will be attending the local village school, Branston Infant Academy, have the opportunity to visit the school for half-day sessions including lunch and additional playtimes.

We invite reception class teachers to come to our setting for story time with the children who are due to start school. Once the children have started school, in their first term our Branston Little Pickles staff will visit the children in their new classrooms.

**Practicing Skills with the Children**

We will support and encourage the children in the skills they need within their new settings, we practice skills in getting themselves dressed and undressed and familiarise them with school uniforms which the children can dress up in. We have school jumpers for all the local schools which the children may be attending.

The children are taught self-care skills and are encouraged to use the toilet, clean themselves and wash their hands independently.

In the summer term our planning and activities focus on fine and gross motor skills to prepare the children physically for the transition to school, such as pen grip and writing and recognising their own name.

We will discuss with parents how we are preparing the children and encourage them to practice these skills at home also.

**Special Educational Needs and Disability**

For children with identified Special Educational Needs, and where Early Intervention Support has been put in place, we recognise that more time and additional visits may be required to support these children to feeling more secure in this important transition.

We liaise with local schools to discuss the children’s needs and the support that we have put in place within Pre-School. We begin the transition process earlier in the academic year for these children and aim to begin this in the April term. We will ask for permission from parents to discuss their child’s needs with specific staff within their school. (This is likely to be the SENCO and class teacher). We will discuss with parents the information that will be shared. This will include levels that the child is working at and areas in which they need additional support.

For children with additional needs, we support in arranging additional visits to familiarise them with their new setting to give them the best possible chance of a smooth transition. We will make arrangements, where appropriate and required for, extra time in school during quiet periods, familiarisation with specific areas such as toilets and cloakrooms, practice walking round to their school entrance and other support which is assessed on individual need.

We will assess and work with parents to meet individual needs in relation to the transition to school. We invite school SENCOs and class teachers to a transition meeting with parents, to put in place a transition plan ensuring that the responsibilities and actions are clear for each individual child.

Some children with additional needs will have an Educational Health Care Plan (EHCP). For these children the transition discussions will begin at the stage of the annual review. For children with an EHCP, the school must be named on the document as is stipulated in the SEN and disability code of practice (2015). Therefore, early discussions of the needs of the child and consideration of how settings can meet their needs are crucial.

We work closely other professionals in supporting children with additional needs including the Working Together Team, Health Visitors, Specialist Teachers, Speech and Language and other professionals. By the end of September, we will meet with school to support with transition arrangements in relation to the child.

This policy has been adopted by Branston Little Pickles Pre School

Signed on behalf of the setting by:

Holly Murphy (Chairperson) Date: February 2023

Jodie Cook (Manager) Review Date: February 2024