

## Transitions Policy for Woodland Corner



### Statement of Intent

We want children to feel safe, stimulated and happy at Woodland Corner and comfortable and secure with the staff. We want parents/carers to have confidence, both in their children's well-being and the quality of the educational provision. We recognise the importance of the parent/carer's role as active partners within the setting.

### Aim

We aim to make the setting a welcoming place, where children settle quickly and easily because consideration has been given to the individual needs and circumstances of the children and their families.

**Emma Guy** is Woodland Corner's nominated Transition Officer.

### Pre-School

#### Settling-in Policy and Provision

- We use a variety of ways to provide the child's parents/carers with information. After the preliminary phone call registering interest, they will be invited to visit the setting with their child to look around. If the parent/carer wishes to enrol their child they will be asked to complete either an initial registration form or a full admission form, depending when the child is due to start.
- - During the half term before the child starts at the setting, we will provide an opportunity for the child and parents/carers to visit the setting for a settling-in session. The purpose of this visit is for the key person get to know the child and family better and to give the parents/carers the opportunity to discuss any concerns they may have and to share any information about any additional needs their child may have.
  - 
  - Either at the settling in visit or on the child's first day, the parents/carers will be introduced to their child's key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents. They will help the child to settle in when they first start and use their observations to plan for the child's progression.
  - On your child 'Settling in visit' you are required to stay for a few hours then take your child/ren home. On your child/ren's first day, it seems to work better if you just drop your child off at the front door and hand over to their Key Person. We ask that a comforter (if they have one) is kept in their bag (just in case).
  - 
  - Some children may take longer to settle in, particularly younger children who have not previously spent time away from their home. Children who have had a long period of absence may also need their parent/carer on hand to resettle them.

- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from their time at Woodland Corner. We reserve the right to not accept a child into the setting without their parent/carer with them if the child finds it distressing to be left.
- Once the key person and parents/carers feel the child is ready to be left at the pre-school session, we ask parents/carers to say goodbye to their child and explain that they will be coming back and when. Then we ask that the parent/carer leaves promptly.
- At the end of the session the key person or session leader will aim to provide brief informal feedback about the child's morning/afternoon. Parents/carers may arrange a longer chat with a member of staff, in confidence, if they require it.
- The Manager will set up an online learning journey called Family. We value all contributions that the child's parents/carers make to their Family accounts. This also allows the child's key person to have a dialogue with the family.
- Self-registration is an important aspect of settling into the Pre-School routine at Woodland Corner. Each child will have a photo peg label for their coat peg and name leaf. We encourage every child to find their own peg label and name leaf at the start of every session. We believe self-registration helps a child to become confident and independent and creates a sense of belonging within the setting.
- We will send out questionnaires to the parents reviewing all aspects of our practice and how we can improve it. We will then evaluate all feedback with the staff and implement any necessary changes.
- If a child has been identified as having SEND then a meeting will be arranged with the child's parents/carers, the child's key person and the Special Educational Needs Coordinator (SENCO) from Woodland Corner. Together they will draw up a Care Plan to provide appropriate and detailed provision for the child's needs. This will be reviewed regularly and will help to ensure a smooth transition for both child and parent.
- For children attending multiple settings, we will liaise with the other settings to share information, as appropriate and with parent/carer consent. If a child leaves Woodland Corner to join another setting, we can download a PDF of the child's learning journey for the parents/carers to give to the new setting.

## **Transition Policy for EYFS Children moving from Woodland Corner to School Foundation Stage**

- When children are due to move on, Woodland Corner's Pre-School Leaders and Transition Officer have meetings with Foundation Years staff from our main destination school, Nayland Primary, to share transition information and the children's Learning Journeys for children about to start school. Where children will be attending other schools, we will contact those schools to arrange transition meetings. Where this is not possible, we will give the Learning Journey PDF to the parent to give to the school.
- A copy of every child's Learning Journey from Family will be emailed to parents at the end of term.
- For those children with Special Educational Needs or Disabilities (SEND), the setting SENCO will arrange to meet with the destination school.
- In all cases, Woodland Corner will make clear to parents the information that will be shared with the school and consent will be sought where appropriate in line with our data protection policy. See Annex 1 for further details of information that will be shared.
- Pre-School's Transition Officer will support a smooth transition from pre-school to school by planning activities that will give children the opportunity to share their feelings about starting school using resources such as books, a uniform dressing up box and puppets.
- We will arrange for children moving up to Nayland Primary School to visit the reception class for shared story time in the period leading up to transfer. Teachers from local schools will be invited to come and visit the children at Woodland Corner.
- There will be opportunities for the children to promote their independence through practising and reinforcing skills such as putting on their own shoes and coat , 'Ready for school PE & Learner Gang'.
- Where possible, joint celebratory events are shared with Nayland Primary foundation stage classes, such as Easter Egg Hunt, Teddy Bears Picnic. All pre-school children spend time exploring the school grounds, woods and pond areas with pre-school staff. This is part of the setting's continuous provision.

## Woodland Corner Breakfast, After Schools and Holiday Clubs

### Settling-In Policy and Provision

- Before a child starts at Woodland Corner Breakfast or After Schools Club, they and their parents/carers will be invited to visit the setting. Staff will discuss the settling-in process with parents/carers to decide jointly the best way to settle the child into the setting. Staff will speak to parents/carers promptly if they have any concerns about the child's settling in.
- We will discuss children's interests with them to enable us to meet their needs. Parents/carers are encouraged to share any information or concerns they may have, with staff. Any relevant information about the sessions at Woodland Corner will be relayed to the child's parent/carer and/or Nayland School (where appropriate), either verbally or in writing.
- For Early Years Foundation Stage - EYFS children (Cygnetts) attending Woodland Corner's Breakfast, Lunch and After Schools clubs; any relevant information passed from school or about the sessions at Woodland Corner will be shared with the child's parent/carer at the end of the session, either verbally or in writing.
- When a child has Special Educational Needs and Disabilities (SEND); a meeting will be arranged with the child's parents/carers, the child's Key Person and the Special Educational Needs Coordinators (SENDCOs) from Woodland Corner and Nayland School. Together they will draw up a care plan to provide for the child's needs. This will be reviewed regularly.

This policy was adopted at a meeting of Woodland Corner

Held on (date) 7<sup>th</sup> May 2025

Signed on behalf of the Management Committee

Jess Brown

Role of signatory (e.g. chairperson etc.)

Chairperson

Review date

May 2026

## Annex 1

### Procedures

#### *Transfer of development records for a child moving to another early years setting or school:*

- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
  - any additional language spoken by the child and his or her progress in both languages;
  - any additional needs that have been identified or addressed by our setting;
  - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent/carer's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

#### *Transfer of confidential information:*

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Partnerships may stipulate the forms to be used and provide these for us to use.
- Where a CAF has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- Confidential information is securely transferred to the setting or school's designated person for child protection, and marked as 'confidential'.
- We do not pass any other documentation from the child's personal file to the receiving setting or school, unless required to by law.