



Charitable Incorporated organisation No: 1206270
Ofsted No: 2804811

09 Early years practice procedures

09.14 Prime times – Transition to school

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and can approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

Partnership with schools

- Details of the school that a child will be attending are recorded in the child's file along with the name of the reception class teacher.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The Nursery Coordinator will approach schools to open lines of communication where these have not previously existed.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents/carers and with the key person, to discuss and share information that will support the child's transition to school.
- A child's learning journey is transferred to their parents/ carers who can show the school and other information that will aid transition and settling in will be forwarded to the new school. Parents/carers receive a copy of this also.
- Any One plans relating to a child's additional needs are also shared with the new school with information on how far the progress has reached.
- Other formal documentation such as safeguarding information is prepared in line with procedure 07.6 Transfer of records.

Partnership with parents

- Key persons discuss transition to school with parents and are to be informed of any transition dates that the child may attend.
- Key persons will discuss with parents/carers how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare



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Increasing familiarity for children

- The key person will talk to the child about their new school and class teacher. The nursery will encourage the children who are able to practice putting on parts of school uniform which is available in the role play area and continue to promote self-care and independence.
- If there are several schools in a catchment area, other means of familiarisation will be explored. This could be through videos, photographs, transition booklets or other information about the school that can be shown within the setting.

Preparing children for leaving

- Children and parents/carers form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
- The child's last day will be prepared for in advance and marked with a special celebration that acknowledges that the child is moving on.
- Parents/carers should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.