

Alnwick Locality Early Years Foundation Stage Transition Policy - May 2013

The Early Years Foundation Stage applies to all registered settings that provide early education and care for children aged 0-5. In Alnwick these settings comprise of childminders, out of school clubs, playgroups, day nurseries, and school nursery and reception classes. Young children make many transitions during these early years from home into their first EYFS setting and also between settings, which can sometimes be stressful for both children and their parents. This policy has therefore been created with the aim of supporting children and their families so that transition becomes a process (rather than an event) that is seamless and effective, meeting the needs of all children and enhancing their learning and development.

The Alnwick Locality Early Years Foundation Stage Transition Policy was created by a working party consisting of representatives from all the schools and early years settings in Alnwick and was coordinated by Liz Somerville, Early Years Consultant. Following in-depth discussion, a common set of activities and a timetable that will support transition at any time between the ages of 0 and 5 years has been agreed. A commitment has been made by all the schools and early years settings adopting this policy to undertake as a minimum, the 'core' activities to support all children at times of transition. A set of 'enhanced' activities describe further actions agreed as good practice that some of the schools and settings also undertake and that others may be working towards delivering as models of good practice. A final page describes the core and enhanced activities agreed to support children with additional needs.

In the Alnwick School Partnership, a 'transfer day' takes place in the first week of July each year and it has been agreed that information for all children transferring to a school nursery or reception should be passed to the school by this date whenever possible.

Making an accurate assessment of a child's learning and development is a key feature of the EYFS and forms an important part of the information passed on at transition. Assessments are made by practitioners in partnership with parents and are based on in-depth knowledge of the child gained from observations over time. Where the EYFS development matters bands or EYFS Profile are used to describe a child's stage of development it is agreed good practice that practitioners engage in some form of moderation to ensure consistency and accuracy of judgements.

This policy has been adopted by (school/setting/childminder name):

Signature: _____

Date: _____

Head teacher/setting manager/childminder

The schools and setting involved in the development of this policy are: Alnwick Children's Centre, Alnwick South First School, Little Gems (St Paul's Preschool), Rainbow Day Nursery, St Michael's First School, St Paul's First School, Tic Toc Club and childminder representation.

Transition from home to first EYFS setting

Activity	Core	Enhanced
Written information about the new setting	Provided to all parents	Parents meeting to discuss information and ask questions
Pre-start visits	Visits to the setting, offered to all parents and children	Visits to the family home by a practitioner offered
Key Person	Parent/carer and child will be offered the opportunity to meet their Key Person before the child starts in the setting	Parental preference for a key worker taken into account
Supporting the settling-in process	Regular opportunities to chat with child's key person about how the child is settling in	'Settling in' update meeting offered after 4-6 weeks to review transition
Information from child's parents	Statutory documentation completed before child starts in the setting e.g. parental information, emergency contacts, medical information, consents and 'All About Me' information	If a concern arises from documentation completed as core, further information will be sought
Transfer of documents and other information	With parental permission all appropriate documents are passed to the setting prior to transfer e.g. EYFS progress check at age 2, Safeguarding concerns, other professionals working with child or other agency involvement	If appropriate, practitioners meet with parents (and any other appropriate professionals) to discuss transfer of information including that from the home environment.
Support for children attending more than one EYFS setting	Written permission obtained to share information with the other setting/s the child attends	Both/all key people meet with parents to discuss how best to meet the child's needs

Transition from one EYFS setting to another (*setting, childminder, and school nursery or reception class*) NB. Schools in the Alnwick partnership operate a transfer day for all children during the first week in July. All information should be passed to the school by this date wherever possible.

Activity	Core	Enhanced
Transfer/transition	Parents asked to inform the current setting about a possible transfer asap.	Transition policy shared with parents so they understand the importance of the process
Links between PVI settings and schools	Contact between current and new setting made prior to children leaving to discuss arrangements for transition, transfer of information etc.	Setting/school staff meet to share information about children who are transferring
Written information about new setting/school	Provided to all parents before the child starts	Parents meetings held to share information and expectations and provide an opportunity for parents to ask questions
Pre-start visits	Visits to the new setting/school offered to all parents and children before starting in the setting	Visits to the family home offered Staff from new setting visit child in current setting (where possible, depending on capacity and location)
Key Person	Parent/carer and child will be offered the opportunity to meet their Key Person before the child starts in the setting	Parental preference for a key person taken into account
Supporting the settling-in process	Regular opportunities to chat with child's key person about how the child is settling in	'Settling in' update meeting offered after 4-6 weeks to review transition
Assessment information/feedback (sent to setting/school before transfer whenever possible)	Summative assessment provided for each child (made at/around the time of transition) against the EYFS development bands for all areas of learning (for younger children Prime Areas only). Each child's personal profile to include the child's interests and characteristics of learning.	Data showing progress over time provided for all children e.g. Progress Matters tracker or PRAMS. Parents invited to share other information about their child e.g. Learning journals. Parents supported to contribute to assessment/ personal information.
Moderation of assessment judgements	Summary assessment judgements made against the development matters bands are moderated before information is passed on	Staff from new setting visits current setting to moderate assessment judgements of children about to transfer

Transition for children with additional needs (in addition to that for all children)

NB. Children's additional needs vary considerably and individual arrangements for transition will need to be planned for each child to ensure transition is supported effectively.

Activity	Core	Enhanced
Links between PVI settings and schools	<p>Direct contact made with next setting as soon as transfer is proposed.</p> <p>Staff from new setting visit current setting before the transition to see child 'in situ'</p> <p>Appropriate people (e.g. Key Person, SENCO, designated person) will be invited to any relevant meetings prior to transfer</p>	<p>Appropriate professionals working with a child will be involved and support the transition process</p> <p>Staff from current setting visit new setting prior to transfer to highlight/discuss any potential issues</p> <p>A written plan for each child's transition is established</p>
Pre-start visits	<p>Child and parent make supported visit/s to next setting, tailored to meet the child's individual needs</p>	<p>Child makes visits to the new setting accompanied by appropriate practitioners from current setting. Regularity and number of visits as appropriate. Parents are also supported to ensure a successful transition for all.</p>
Transfer of documents and other information	<p>With parental permission, all appropriate documents are passed to next setting prior to transfer in addition to core this will include:</p> <p>Inclusion Toolkit documents</p> <p>CAF/single family plan</p> <p>Safeguarding concerns</p> <p>EYFS progress check at age 2</p> <p>Information from all professionals and agencies working with the child</p> <p>General records of concern</p>	<p>Staff from both settings meet with parents (and any other appropriate professionals) to discuss transfer of information supplemented with information from the home environment i.e. a 'Team around the child' (TAC) meeting</p>