



## Transition Policy

We are keen that all children who attend our setting can make a positive and stress-less transition when they leave our setting.

### Moving to another childcare provider

We will ensure that.

- We have had a conversation with the parents or carers at the earliest opportunity to find out where the child will be going, get contact details and agree the last date of attendance.
- The parents are encouraged to share our contact details with the new provider, particularly at those times when a parent is unsure which setting, they may attend.
- We have gained permission from the parents to contact the child's new setting to share information.
- The parents are encouraged to share their child's Eylog Learning Journey via the app with the new setting. This live access to Eylog will remain in place for six weeks after the child has left our provision.
- We forward any agreed documentation

### Shared Childcare provider

Some parents elect for their children to attend two settings and although we are keen to discourage parents from this option, we will non-the-less support the child in this scenario by.

- Seeking consent from the parent to ensure that information is shared between ourselves and the other setting.
- Working as closely as possible with the other provider to share achievements against the EYFS, celebrations, and any key information which will help the child to make good progress. [Shared Setting Form](#)
- When children attend both Rainbow and Daisy, we will manage the child's Eylog profiles appropriately.

### Going to school

When children leave us to go on to school, we recognise that this is a very significant time both for the child and the parents so are keen that we can support this process to be as smooth and happy as is possible. To best enable this, we will;

- Seek to develop positive relationships with all the local primary schools.
- Invite the school Foundation class teacher to visit the setting.

- Provide parents with our leaflet about School Readiness during February.
- Talk about school and “going to school” positively and with validation of their emotions.
- Have books in the setting which can be shared with children about going to school, allowing conversation.
- Encourage parents to let us know at the earliest opportunity which school their child will be attending.
- Invite the school SENDCo to visit the setting to see any child with additional needs at the earliest opportunity in April/May.
- Print and use our bespoke Transition booklets to support EYPP children and those with My Plans and their parent / carers – copies may also be sent via email to all children.
- Invite schools to attend a transition meeting for any child with additional needs during the early summer term, or earlier when appropriate. This may be via Zoom / Teams.
- Enabling a member of staff to attend school inductions when possible without taking responsibility for the direct care of any child at that time.
- We will not use the term “Big school” as we know that this can sound intimidating to very young children.
- Complete timely transition documents via Eylog which will summarise the child’s progress to date against the EYFS, celebrate their individual personality and skills and highlight any areas of difficulty the child may experience.
- All transition documents will be sent digitally to the appropriate school by the last day of term.
- We will retain children on our registers for childcare only until the 31<sup>st</sup> August prior to planned primary school start time in September.

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 Signed: 