

Transitions

At Coin Street Nursery we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

We will plan each transition around the child's individual needs, development, communication preferences and family circumstances. Children will be listened to and involved in an age-appropriate way. We will make reasonable adjustments and work with parents/carers, the Special Educational Needs Coordinator and relevant professionals where a child has special educational needs or disabilities, is receiving additional support, or may be particularly vulnerable during a transition.

Examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff know their key children and are sensitive to any changes in their behaviour and personality. We ask parents/carers to inform us of any changes in the home environment that may impact on their child, so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving rooms procedure

- Before a room move, the current and receiving teams will agree an individual transition plan with the parent/carer. The plan will identify the proposed timescale, introductory visits, the child's routines and communication needs, any reasonable adjustments or additional support, and how the child's response will be reviewed. The move will be adapted or delayed where this is in the child's best interests, subject to safe staffing and statutory requirements.
- Children move from Explorers to Investigators, shortly after their 2nd birthday, providing they are ready, and the ratio permits
- Children move from Investigators to Discoverers the term following their 3rd birthday ie. January, April or September

- The child will spend short periods of time in the new room prior to moving permanently, to become used to the different environment
- A transition meeting will be arranged between the current key person, new key person, new room lead and parent/carer to ensure a smooth move
- The new key person and former key person will meet for a handover
- Once in the new group, the key person will help the child settle

Starting school

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stress.

- With parental consent, we will liaise with the receiving school and arrange appropriate transition activity, which may include visits, conversations with school staff and additional planning meetings. Children who may need enhanced support will have an individual transition plan developed with their parent/carer, the Special Educational Needs Coordinator, the receiving school and other relevant professionals.
- In their key groups, children will read stories and talk about moving onto to school in a positive manner
- Prior to settling days in their new school, the key person and child will talk about what to expect. And talk about their experience when they return to nursery
- If appropriate, e.g. where a child has a special need, the key person will be able to attend settling days with the child and parent/carer
- We write a Transition report
- We arrange a celebration event for the children and their families who are leaving
- Parents/carers are given the child's special book

Other early years providers

If a child is leaving us to attend a different provision, we will work with the parent/carer to share information about the child's development and help the child to have smooth transition.

Family breakdowns

We recognise that family separation can be difficult for children and those caring for them. We will remain neutral, focus on the child's welfare and follow our procedures for separated families, parental responsibility, collection arrangements, information sharing and safeguarding. The key person will work sensitively with the family to agree appropriate support for the child.

Moving home and new siblings

Moving house and a new baby can have an impact on a child. We ask that parents let us know about these events so that we can support the child to be prepared. The key person will spend time talking to the child and engage them activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement which we follow to help us offer support to all concerned should this be required.

If parents/carers feel that their child requires additional support because of any changes in their life, we ask that you speak to their key person to enable us to support you in a timely and appropriate manner.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>January 2022</i>	<i>Jane Christofi</i>	<i>September 2027</i>