Buxton Village Hall, Mill Street, Buxton, NR10 5EN

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**Transitions Policy**

We believe that all of our children and their families deserve support at points of transition. We recognise that periods of transition include major changes such as first entry into our setting, the move to a new setting or entry into school.

We also are aware that children need support to change key person, and with routine transitions within the setting, such as leaving parents and carers, snack time, and home time transitions.

We also recognise that more vulnerable children and families, or children with Special Educational Needs (SEN) may need additional support at points of transition.

**Transition into the Setting**

Every child is provided with a Key Person before they begin with us at Buxton Preschool. The Key person will help the child become familiar with the setting, and to feel confident and safe within it, developing a genuine bond with the child and their family, and offering a settled, close relationship The appointed key person is responsible for the child's learning Journey during their time at Preschool.

* We have a welcome procedure which includes the collection of essential information through registration forms as well as information from the parents about the child's needs, likes and development.
* Parents will be invited to visit with their child, where they can join in with the session, and meet the staff, and their allocated key person in a relaxed atmosphere before the child starts with us. We encourage parents to fill out the ‘all about me’ section on tapestry.
* Each child will be assessed to decide whether they will benefit from shorter sessions when they begin with us to ensure a gentler transition into preschool. This will be done with discussion with the parent, taking into account their views and needs.
* Parents are welcome to stay with their child for as long as they feel they are needed. The child's key person will discuss and advise families of strategies which may be appropriate to support children in the separating process. If parents leave their child and are concerned, they will always be telephoned and reassured during the session.
* We are happy for children to bring in a dummy or comforter, or other transitional object with them from home.
* We use observation and assessment to plan for each child's learning and development. All staff involved with the child, share this information.
* Children's Online Learning Journeys are available on tapestry which every parent will have access to, this shows their learning and development through observations, photographs and videos. We encourage parents to look at and add to their child's Online Learning Journey.

**Transition into a new Setting, or into School**

We ask parents for permission to contact the new setting to share information about the child's needs and interests. Where possible we invite a practitioner from the receiving setting to visit the child with us prior to the move.

We ask parents to inform us of the school place offered to them, and we invite school staff to visit their ‘new’ children in our setting, and we will discuss with them about individual children's needs.

We complete a copy of the Norfolk County Records at transfer from preschool to school for each child. This is completed by the child's key person, and read and signed by parents, and sent to the receiving school before the end of their last term in our setting.

We offer additional support for some children and families:

* We ask for permission to contact other professionals before entry to ensure that we will meet the child's physical, emotional, social and learning needs.
* We collect information at point of entry from any other professionals, who are involved with the child and family.
* We welcome professionals who support individual children to work in our setting where appropriate.
* We make referrals where appropriate with other professionals, and signpost families to services provided.
* We make application for additional funding if we believe that a child has a sufficient level of identified need.
* We have a flexible approach with those children who are highly mobile, for example Gypsy Roma and Traveller (GRT), Forces and Migrant Families.
* Looked after children in our setting will have a Personal Education Plan which is shared with all those who have contact with the child.
* We assess and modify our environment to ensure that it meets the needs of the child.
* Extra visits will be arranged with a new Setting if any individual children will benefit from this as identified by our SENCO