



2024-25

Transition Policy

DOCUMENT STATUS

Produced By	Version	Date	Action
Sandy Lane Nursery and Forest School	1	04.07.17	Ratified by full governing body
	2	08.11.21	Approved by school's Teaching and Learning Committee
	3	04.11.24	Reviewed by Teaching and Learning Committee

Amendments Noted

v2 (September 2021) – Update to *Welcome Pack* information and 30-hour places in Rainbow Room (highlighted in yellow)

v3 (September 2024) – removal of information regarding the summer term open evening, inclusion of induction information available to parents Appendix 1

Sandy Lane Nursery and Forest School

Transition Policy

Starting nursery, moving from one room to another, changing settings or starting school is an exciting time for children but can also be a challenging and anxious time for both children and their parent/carers. Sandy Lane Nursery and Forest School is committed to putting the needs of the child first whilst working with each other, parents/carers and other professionals to make transitions as smooth as possible for all concerned.

Starting Nursery – Sunshine Room (Early Learners) and Garden Room

Staff aim to make the transition from home to nursery as positive and exciting as possible by undertaking the following steps:

1. Home visits are offered, which give parents/carers the opportunity to meet at least one room key worker and discuss the needs of their child. This also enables the nursery staff to see the child in their own environment. During this time, access to the nursery 'Welcome Pack' is shared with parents. A range of documents in the Welcome Pack are available to parents via the 'New Starters' tab on the school website. Home visits also provide the child with a familiar face whilst they are settling into nursery life.
2. Following the home visit, settling-in visits are arranged. These are short visits to the nursery and a time for children and parents/carers to meet staff members and the key person. This allows the child to familiarise themselves with the environment. The initial visit usually lasts around one hour and parents are encouraged to stay in the setting with their child. On the second visit, parents leave their child with nursery staff for a period of one hour. On subsequent visits, the length of the visit is increased until the child stays the full session. However, the number of settling-in visits and length of time is flexible, depending on the individual needs of that child. These arrangements are discussed and agreed with parents.
3. We ensure that parents/carers are given plenty of information about all aspects of the nursery before their child starts. Parents are advised to access this information via the school website 'New Starters' tab at the home visit.
4. For children starting nursery as an Early Learner, transitions will be staggered so that no more than one child will start at any one time. This allows the child's key person to dedicate their time to developing a positive relationship with the child and parent. It also allows time for the child and key person to form a bond, ensuring children feel secure and settled.
5. Parents/carers have opportunities when dropping off and collecting their child to talk with their key person about their day, how their child is, activities their child has enjoyed, what they have eaten, home learning activities, etc.

6. We aim to build strong relationships with parents/carers from the start and nursery staff are always available to listen and support for as long as it takes to settle their child and subsequently during their child's time at nursery.
7. Each child is different so we work with parents/carers to find out the best way to ease their child into nursery life.
8. The nursery has a daily routine that we feel is very important to the children as it allows them to know what is happening next, when they will be collected etc.
9. Parents/carers are welcome to telephone nursery to see how their child has settled in.

Transition from Sunshine Room (Early Learners) to Garden Room

Although children moving from our Early Learners to Garden Room have usually been with us for some time so they know the environment and staff, this is still an important transition for them and staff feel that it is important that this is planned and carried out in a way that meets the needs of each individual child.

- Children normally transfer to Garden Room after their 3rd birthday. Prior to this, as an Early Learner, children have regular access to the Garden Room environment and are supported by staff across nursery in their play. In the weeks before transition to Garden Room, children will visit with their current key person and take part in family group activities. Their Early Learner key worker will stay with them throughout these sessions, introducing them primarily to the new routines, coat pegs, etc. Parents will also be introduced to the child's new key worker and the routines of Garden Room will be discussed. During this time, parents are encouraged to share any additional information they consider relevant
- The child's current key person will share relevant information with the new key person, including learning journals and tracking documentation

Transition to Another Setting

Occasionally, children will move to a new setting. In this situation, staff will ask parents to share the child's Tapestry learning journal with the new provider and the child's tracking grid will be fully up to date and passed on to the new setting within two weeks of the child leaving nursery. If needed, and with the parents'/carers' permission, staff are always available to talk with the new setting and share any information that may be deemed useful.

Transition to School

The move from nursery to school is a big step for both children and their parents/carers. Sandy Lane Nursery and Forest School has close links with most schools in the locality. Smooth transitions are ensured by:

1. [For children moving to St Stephen's Catholic Primary School], in the summer term the primary school may offer children, accompanied by a key worker from Garden Room, the opportunity to spend a session in the reception class, led by the reception teacher. This allows children to familiarise themselves with the environment and meet the reception staff; or

2. Inviting reception teachers to visit the nursery during the summer term. This is a time for them to introduce themselves to the children and talk with each child's key person. This communication helps to ensure continuity of learning for the child; and
3. Ensuring that children's tracking information, at the time of transfer, is completed and up to date so it can be shared with the reception staff.

By ensuring that all of these things are fully in place, the school aims to make all transitions for children and their parents/carers as positive an experience as possible. In addition, with parental consent, nursery staff are available to talk with school staff following the child's transition to school.

SANDY LANE NURSERY AND FOREST SCHOOL - RAINBOW ROOM

Starting Nursery – Rainbow Room

It is the aim of the staff based in Rainbow Room to ensure that children experience a calm and supportive transition into their new classroom.

1. Prior to the summer holiday, parents/carers will receive a letter offering their child a place at Sandy Lane Nursery and Forest School (Rainbow Room) to begin in the coming September.
2. Parents will also be informed of the sessions that have been allocated and the times of these, details of the date their child will begin attending nursery and the dates and times of initial visits.
3. In September, a nursery teacher and teaching assistant will complete a home visit. This will give parents/carers the opportunity to chat with key staff members and discuss the needs of their child. This also enables the nursery staff to see the child in their own environment where they will be most relaxed and at ease.
4. During the home visit, access to the nursery 'Welcome Pack' is shared with parents and key medical information will be gathered. When children make their first visit to Rainbow Room, there will be a familiar face to greet them and to support them as they settle in to nursery life.
5. Staff tailor the transition period to meet the needs of individual children. A 'typical' induction in September would be as follows:
 - initial one-hour long visit, supported by parent/carer;
 - follow up one-hour long visit, without parent/carer;
 - increased time at nursery, without parent/carer or,
 - child attends for full sessions (three hours per allocated day).
6. Staff are aware that starting nursery will be very daunting for some children who may never have spent time away from their parent/carer. For these children, the process of transition may take quite some time and may need to be more gradual. However, some children may have been attending another nursery for quite some time and may be quite happy to separate from their parent/carer.

7. Parents/carers are under no pressure to leave the nursery building until they feel entirely comfortable that their child is happy and settled.
8. The school's approach to supporting the needs of children is entirely flexible and staff are happy to have discussions with parents/carers in an ongoing manner.
9. Parents/carers are provided with key information about all aspects of the nursery before their child begins attending. This information is shared during the initial home visit and initial one-hour visit to nursery.
10. Staff are more than happy to answer any questions that parents/carers may have, on a daily basis, when they are dropping off and/or collecting their child. Staff will be able to inform them about how their child has been during the session, activities that their child has enjoyed, what they have eaten at snack time and any other care or learning issues.
11. The school endeavours to work closely with parents/carers and to build strong relationships with them over time. Nursery staff are always available to listen and to provide support for as long as it takes for a child to fully settle in to the nursery routine and, subsequently, during their child's time at nursery.
12. Staff are committed to meeting the education, health and care needs of each child supported and they work with parents/carers in an ongoing manner to ensure that this happens.
13. The children will experience a daily routine which will help them to feel safe and comfortable and aware of what will be happening next.
14. Parents/carers are welcome to telephone nursery to find out how their child has settled; this can be reassuring, especially if they have found separating from them a little distressing.
15. If a child continued to be particularly distressed or seemed to be unwell, a staff member would contact parents directly to inform them of this.

Transition from Rainbow Room to Garden Room

For some children, who have spent one school year based in Rainbow Room and made good progress, it is deemed to be appropriate for them to spend their second year at Sandy Lane based in Garden Room. This is usually with the aim of ensuring that they are able to access a wider range of mainstream play and learning experiences whilst continuing to be supported by an experienced teaching assistant. To ensure a smooth transition for a child making this move, the following procedures would take place:

1. Child would gradually spend more time in Garden Room during the months prior to them moving with the aim of them becoming more familiar with key staff members and other children.
2. S/he would be supported to join a number of small group times, e.g. hello, story time.

3. Rainbow Room staff members would meet with Garden Room staff members due to receive the child in to their family group to discuss, in detail, their individual education, health and care needs.
4. Significant key information relating to the child would be shared with all Garden Room staff members.
5. Parents/carers would be fully informed, at each stage of the transition process, in relation to how their son/daughter is responding to spending time in Garden Room.
6. In September, the child would begin attending more fully in the Garden Room, e.g. arriving in to this classroom, being greeted by their supporting teaching assistant and engaging in group time activities alongside the other children.
7. There would continue to be flexibility and ongoing review of how s/he had settled following the transition and there would continue to opportunities for him/her to spend time in the Rainbow classroom if this was felt to be appropriate.

It should be noted that, if a transition to Garden Room from Rainbow Room were deemed to appropriate for a child mid-year, the procedure for this would be as above.

Transition to Another Setting

If a child with an identified SEN, based in Rainbow Room or Garden Room, were to move to another setting, the following procedures would take place:

- a) The nursery teacher would make contact with the setting that the child was moving to with the aim of sharing key information; this would relate to the child's education, health and care needs;
- b) The child's assessment documents would be updated and shared, eg, assessments, tracking and Personal Plans;
- c) The child's individualised plans would also be shared, eg, care plans, risk assessments, positive handling plans, EHCP (Education, Health and Care Plan);
- d) The child's tracking information would also be shared with the aim of ensuring that new staff would be fully informed of the child's current levels of attainment and the progress that they had made;
- e) If the setting were nearby, the receiving setting would be invited and encouraged to release a staff member to visit the child at Sandy Lane to observe them and chat with staff about their needs.

Transition to School

The children, with an identified SEN, based in Rainbow Room and Garden Room move on to a range of different schools; they may begin their reception year in a mainstream school, an infant development centre or a more specialist provision. It is always Sandy

Lane's aim to ensure that transitions to school are managed effectively and that key information is shared between parents/carers and professionals.

Transition procedures are, typically, as follows.

1. Parents are asked for the name of the school their child is going to move to.
2. Contact will be made with the receiving school in the summer term (usually June or sooner).
3. The new class teacher and, if appropriate the school SENDCo, will be invited to visit the child during their time in Rainbow/Garden Room, to observe them where they are familiar and settled and to chat with staff members about their needs and the progress they have made.
4. A date will be set for a formal transition meeting, in agreement with parents. They will be notified of this by letter. Key professionals, involved in supporting the child's education and health needs, will be invited:
 - school SENDCo;
 - reception class teacher;
 - speech and language therapist;
 - physiotherapist;
 - occupational therapist;
 - teacher for hearing impairment;
 - teacher for visual impairment.
5. During this meeting, dates will be set for the child to visit their new setting prior to the summer holiday. The aim would be for at least three short visits; initially for the child to be accompanied by their parent/carer and then to spend some time on their own at their new setting. It can also be helpful for the child's visits to take place at different times of the school day.
6. It can be useful for parents/carers to be supplied with some photographs of key staff members and important areas of the school, such as the child's new classroom and the playground. These can be shared with them during the summer months to remind them about their move to school in September.
7. In the autumn term, the SENDCo and nursery teacher at Sandy Lane will be available to chat with staff if they have any queries about a child that has recently begun attending with them.

Children in Rainbow Room who are accessing 30 hours' entitlement

Children who attend our Rainbow Room provision who are eligible for 30 hours will spend a full session and lunchtime in Rainbow. The additional hours will be spent in our mainstream Garden Room provision. This will be on a 1:13 ratio, unless the school is fortunate to receive additional funding from the Local Authority as a contribution to additional staffing costs.

Our Rainbow Room lead teacher will work with parents to agree which Rainbow Room sessions are most appropriate for the child. At this time, it may be in the child's best interests to initially limit the time spent in the mainstream provision to ease their transition.

This may result in the child accessing less than the full 30 hours for a short time. Any such decision will be made in consultation with parents.

Staff in both rooms will work closely with each other to share information regarding the child's interests, health needs and development. As the child will spend the majority of their time in Rainbow Room, staff in this room will be responsible for updating tracking and personal plan information in consultation with key staff from Garden Room.

30-hour Rainbow Room sessions

For children attending AM Rainbow Room sessions

Rainbow session 8.30am – 12.30pm (including lunch); additional PM hours 12.30 – 2.30pm will be in Garden Room

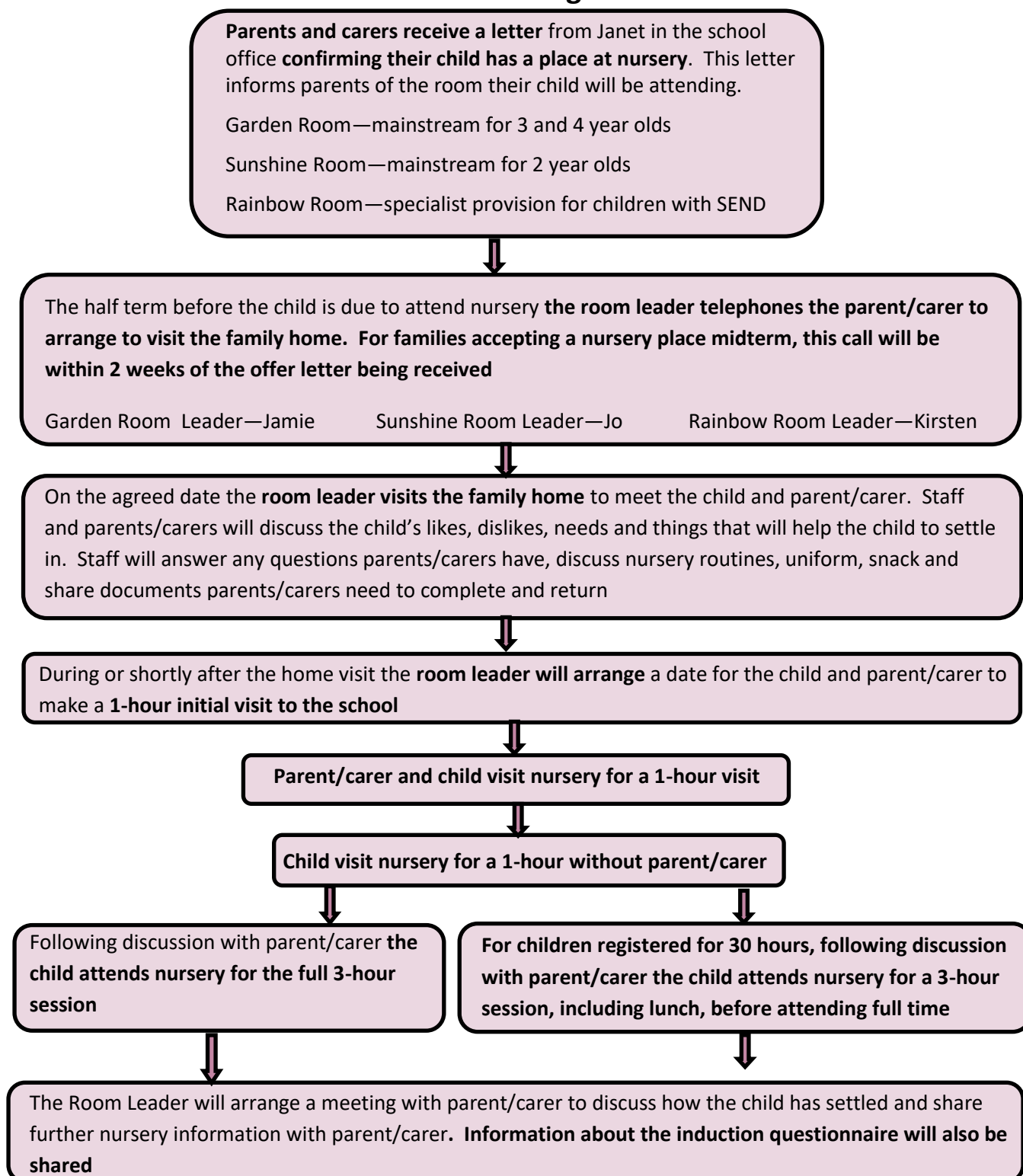
For children attending PM Rainbow Room sessions

Rainbow session 11.30am – 3.30pm (including lunch); additional AM hours 9.30 – 11.30am will be in Garden Room



Sandy Lane Nursery and Forest School

Induction Arrangements



All children are individual, some may take longer to settle in to nursery and we will tailor these arrangements, in consultation with parents and carers, in the best interests of the child. Please see the *Settling In* document available on the website (www.sandylanenurseryandforestschool.co.uk) — *Parents, New Starters* – for more detailed information.