**TRANSITION POLICY**

Our aim is for every child to make the best possible start, supporting their emotional wellbeing. We recognise that transition between groups can be challenging for children and this can impact upon their learning. We encourage communication between the child, their family and keyperson to help prepare a child for a transition.

Our setting uses a continuous method of planning which is familiar to all adults across the nursery. Children will have the opportunity to visit their new group, meeting key practitioners and peers; as all children are different, the length and amount of these sessions will vary according to the needs of individual children. Keypeople will share information about the child’s current learning, interests and needs; as well as pass on their Learning Journals, including their current PLOD (Possible Line of Direction), ensuring the child’s learning is consistently provided for.

With the permission of parent/carers, we will always seek to share information where a child attends a second setting.

**Transition into reception school**

We display information for parents provided by local schools of dates of open days, or closing dates for school applications. We recommend families visit a variety schools to give preference for the school that they feel will be best suited to the needs of their child.

School applications are usually required by mid-January, with allocations announced in April; school teachers often book in visits to nursery to meet children and gain information from practitioners. Most schools offer a home visit and have a number of sessions for children to attend before they start.

Practitioners at nursery will, in conjunction with the child and their parents or carers, complete a Summative Assessment, which is passed on to the reception teacher at the end of term 6; this allows the teacher to build a clear picture of each individual child and their development. Where a child has SEND (Special Educational Need or Disability) we will seek to make this transition as smooth as possible for the child and their family, this may include transition meetings supported by ISEND.

Policy revised December 2021 Lisa Gray