



Chelsea Open Air Nursery School

Transition

(Settling in, Induction and Transition)

The policy above will be monitored and evaluated following the policy cycle at

Chelsea Open Air

Date of establishment: 2004

Date of Last Review: 2016

Date of next Review: 2019

Approved by *Governors* on:

Signed on behalf of Chelsea Open Air Nursery School: _____

Singed on behalf of the *Governing Body*: _____

Induction, Settling in & Transition Policy

Introduction:

At Chelsea Open Air Nursery School we want our children and families to feel respected, happy, secure, and settled. We believe that every child is unique and we strive to develop each child to their full potential. In order to do this we will work in partnership with our families so that we all contribute to the child's learning and development. We recognise that transition, both in and between schools/settings, can be a difficult process. This policy has been developed to support everyone involved to make the transition the best possible experience.

Defining transition:

Transition is any kind of change that may alter the routines that the children, and adults, are used to. This can include physical space and premises such as setting/school, staff and curriculum. It can also be external and involve a change in family structure or circumstances.

Aims:

- To support children and families through transitions in order to make a real difference to them
- To ensure that information is shared in a two-way process which is always open and reflective
- To ensure everyone feels involved in the process including the child
- To be sure everyone's feelings and thinking are respected and, when necessary, treated with confidentiality
- To ensure that our practice enables effective continuity and progression between the nursery school and other settings both upon entry and when moving on
- To support families through periods of change at home

Before Starting

- All parents and carers are required to visit the school with their child before starting at Chelsea Open Air. This enables families to gain an insight into how the school runs
- Opportunities to participate in our community programme via workshops such as 'Getting Ready for School' and 'How We Learn and Play' help to support children's transitions and induction

Induction

- At the beginning of the term in which the child is offered a place, parents /carers will be invited to visit the nursery with their child to meet his/her keyworker and other staff. This is a chance for the child to explore the environment and the keyworker to get to know the child and family. This is also an opportunity for parents / carers to learn more about how we learn and play and the general structure of the school day
- During this induction week parents are invited to attend a Welcome Meeting with the Headteacher to gain an understanding of how to support their child during their first few weeks as well as re-enforcing how we learn at Chelsea Open Air
- Children's start dates are staggered to ensure children have the necessary support from their keyworker and other staff
- We encourage families to settle their child properly in nursery, to guarantee a firm foundation. No child is allowed to stay without a parent/carer on their first day and after that staff guide parents/carers as to the most appropriate time to leave their child. Children only stay longer from their second day or as their keyworker feels is appropriate to their developmental stage. It is very important that your child is settled properly to ensure a positive start to their nursery education. If your child has a full-time place they will gradually build up their hours when they are ready.
- We always advise parents to clearly say goodbye to their child and to tell them that they will be leaving the nursery. Parents/carers can often be tempted to nip out when their child is busy, but this can be distressing for the child when they realise they have gone. It is essential that

parents/carers do not leave the building without talking to their key worker first

- During the child's first term they will follow our induction system which is about getting to know them, their interests and needs. Initial observations within the child's Learning Profile will predominantly focus upon the prime areas of learning from the Early Years Foundation Stage 2015. During the induction process we will support children via learning experiences such as Nurturing groups, introduction to rules and expectations as well as understanding the routines of the day
- During that first term of admission parents will be offered informal conversations to discuss how their child has settled in at nursery and any concerns they may have. In addition, there is a more formal meeting the first day back after half term in the autumn term. There is also a formal meeting in the summer to discuss their progress
- When the child leaves, their learning profile is given to the family to keep and is a record of their achievements and development at nursery. This folder if the parents/carer chooses can be shared with their child's next school which enables their teacher to see and understand the breadth and depth of their child's learning achievements whilst at COA and thus build upon them
- At the end of the academic year Parents /carers will be invited to come in and read their child's leavers report. A copy of this will then be sent on to their next school to support their transition. This information will provide their new school with a baseline to their learning
- All school reports are written at the end of the Summer term, if a family requires a report prior to this we recommend that they use their child's learning profile to share with their next school

Transitions (Moving On)

How we support children before they leave:

- Encouraging children to ask questions about their new schools
- Support for friendships and social learning - preparation for change
- Extending their ability to concentrate and engage for longer periods in stories, group and focus activities at their stage of development

- Expeditions into the local community in small groups
- Undertaking their own individual leaver's self-assessment to capture their views on their nursery education with their keyworker
- Celebration events such as the leaver's picnic and the leaver's sharing on the final day of term when children "graduate" to their next schools, receive their leaver's certificate and say farewell (Parents/carers are welcome to attend this event)
- Stories/activities linked to school
- Transition books

Parents are encouraged and supported to:

- Apply for Primary schools by completing the relevant forms at the time announced by the local authority
- Be positive about transitions if their first choice of school is not given, as children can sense anxiety
- Introduce the new experiences gradually and positively, for example; buying uniform, visiting the school, walking or going on the bus to practice how long it will take to get there
- Asking staff for advice (out of the child's hearing) when experiencing a problem
- Have a positive and enthusiastic attitude to transition when discussing with their child

Please refer to the Inclusion and SEND policy for more information on how we support transitions for children with additional needs.

As a staff team we are committed to working closely with parents and carers. All children and families are different and depending on our cohort transitions will be supported accordingly.