



Ballysillan Nursery
Unit

Transition Policy

Policy Created: January 2018

Policy Reviewed: September 2019

Rationale

Transitions are times of change and are part of everyday life. Transitions can be stressful, unsettling and challenging for young children, parents and staff. Transition should be seen as a process, not a single event. Our aim is to work in collaboration with parents to ensure transitions are as smooth and trouble free for children as possible.

At Ballysillan Nursery we organise transitions around the needs of the individual child. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child. We continuously promote and foster the emotional wellbeing of our children throughout our daily routines and learning experiences.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with all staff. We are committed to putting the needs of the children first whilst working with parents and other professionals to make transitions as smooth as possible for all concerned.

Aims

It is both the aim and responsibility of Ballysillan Nursery Unit to ensure all children feel safe and happy during their transition period, at both the beginning and the end of their nursery year. We want children to feel confident to separate from their parent and ready to move onto the next stage of their learning journey.

Some of our transition aims include:

- To first and foremost establish positive and professional relationships with our new intake of parents
- To manage carefully the transition between home and other settings into nursery and to support everyone involved, ensuring continuity of experience
- To ensure a transition process and pace that is catered to the individual needs of the child, including children with Special Educational Needs
- To promote the smooth transition of children at the start of each new situation
- To create and maintain an inclusive nursery environment
- To maintain strong communication links with parents
- To maintain strong communication links with previous Pre-school settings and receiving Primary Schools

Transition Activities & Procedures from Home to Nursery

At Saint Vincent de Paul Nursery Unit the following procedures are followed to support the rationale of our transition policy and to ensure children, parents and teachers experience an effective and fulfilling transition process;

- **In April**, with their enrolment and acceptance letter parents are informed of their Nursery “home visit” date whereby each child is offered the opportunity to be visited by the teacher and assistant in the comfort of their home.
- **In June**, during the ‘Home Visit’ the nursery teacher gathers important information about the child’s needs and also explicitly explains our settling in process. Each parent is given:
 - ‘Parent Induction Booklet’
 - Child friendly ‘Photo Booklet of My Nursery’ including staff photos
 - September start date and group timetable
 - Child’s nursery symbol
 - Pack of resources; plate, knife, fork, songs and rhymes, scissors, colouring pencils, tooth brush, tooth paste and play doh recipe.
 - Parent contact information pack
 - Parental agreement and permission pack
- **In June**, children are invited to come and visit the school during the school fair.
- Parents are directed to our comprehensive school facebook page for further information about events and holiday dates
- Contact and link with all previous Pre-School/Surestart settings to arrange transition meetings to discuss the Transition Report or personally visit the setting to observe and meet the children
- ‘My New Nursery Big Book’ and nursery uniform is given to previous Pre-School settings in May to support an early awareness of change, whereby the teachers can read the big book during story time and the children can role play/dress-up in their new nursery uniform
- Individual arrangements are made for children with Special Educational Needs. If appropriate, we will arrange a multi-disciplinary intake meeting to discuss the specific needs of the child. Discussions and collection of information will focus on the whole child. For example, we will consider routines, interests, relevant medical information alongside any additional needs. Other relevant information, such as social care issues, will be shared on a need to know basis (all compliant with the Data Protection Act). With parental consent we will contact any other agencies involved to ensure a smooth transition as possible
- Liase with local Health visitor to discuss important health information (Early Intervention Transformation Programme)
- In September and October, during the settling period new admissions are phased in over these months in 3/4 small groups. The small groups start at 1 hour and increase slowly to the full day nursery day. By the end of October we aim to integrate the full nursery class together (see separate settling in timetable)

- The settling in period outlined for each child is provisional and is reviewed on an individual basis by the nursery teacher, to reflect the needs of each child
- All staff closely observe and assess children's personal, social and emotional wellbeing within the small groups settling in period. During this time any concerns for a child's anxiety or difficulty separating from their parent will be communicated to parents through informal and regular meetings at hometime. A formal 'Parent Progress Meeting' is scheduled for October, wherein the nursery teacher will discuss each child's settling in experience and any subsequent areas of concern.

Transition Activities & Procedures from Nursery to Primary 1

- Early Years assemblies organised by the Early Years Co-ordinator take place in Term 3 and focus on seasonal topics and transition themes (see separate assembly timetable)
- Class handover meeting with Primary 1 teacher to discuss Pre-School Transition Report and additional needs children may require specific support with
- Primary 1 Induction Day led by Principal and Early Years Co-ordinator
- Share SEN Profile with Primary 1 teachers, including children with a Record of Concern, IEP and outline the current stage of the Code of Practise a child is on (see separate profile)
- In May and June nursery children attend 'P1 Club'. Once a week, for one hour children will meet their Primary 1 teacher, engage in playtime, enjoy a snack, follow a tidy up routine and listen to a story read by their P1 teacher
- Participate in a joint outdoor play day with Primary 1 children, such as a special 'Teddy Bears Picnic'
- Completed Pre-School Transition Report; one copy retained by parent and one copy sent to all receiving Primary Schools. Reports include comprehensive SEN information, COMET data, medical issues and baseline target assessments of each area of learning

All transition activities and procedures are supported by an inclusive nursery environment; including structured and consistent routines, visual timetables, visual labels and differentiated learning experiences.

Resources

- EA and Early Years Inclusion Service Document (June 2016) 'Transition- Supporting the Child with SEN in the Early Years'
- Early Years Inclusion Service (EYIT) training guidance
- DENI- Extended Early Years SEN Supplement
- BELB- Early Years Learner Support Handbook
- DENI- Guidance on Induction and Transition-Pre-School Education

