

Belmont Nursery School

Transition Policy



Date Reviewed & Signature of Principal: *Anne Burke, October 2025*

Date Ratified by Chairperson & Signature: *Sean T Murphy, October 2025*

Review Date: *October 2026*

This policy has been written following a consultation process, ratified by the Board of Governors and communicated to the school community as required. It will be monitored and reviewed as part of the school's policy review schedule.

Aims

To ensure that transitions from home to nursery and nursery to primary 1 are smooth and successful. To help everyone manage this process and understand the benefits for all involved.

We will ensure that all transitions are managed well by:

- Maintaining a smooth transition where children feel secure, comfortable and successful, and change is introduced gradually.
- Making sure that vital information is transferred from the various settings.
- Providing additional support for vulnerable children.
- Making sure that parents and children are involved in the process.
- Recognising the unique learning styles of different children.
- Recognising the importance of emotional wellbeing for young children and initially concentrate on this area, to support their future learning (PSE).
- Preserving and building on the provision of learning through play.

We will ensure that the transition from home/early years settings to Belmont Nursery School is managed by:

Before a child starts to attend Belmont Nursery School, we use a variety of ways to provide parents with information.

- We encourage parents to come for a look around the school and discuss their application. We post notices on social media alerting parents to the application process (Nov - Jan)
- We encourage parents to come in person with their birth certificate, so we get an opportunity to meet and talk to parents, any parent with a child who has additional needs meets with the principal to discuss their child's needs.
- Principal contacts parents when their place has been confirmed to gather information about each child and discusses any concerns that the parent may have about their child.
- Holding parent and child open days:
 - Staff are given time to meet parents and the children
 - Parents and child begin to familiarise themselves with school layout, toys, playground, staff etc.
 - Parents/children receive information that will help their child at school i.e. toileting, turn taking etc as well as some goodies!
- Talk by Principal on school policies, practise and procedures.
- Principal will give general overview of the Pre School-Curriculum- highlighting the importance of outdoor play.
- Providing parents with relevant information – e.g. child protection issues, school holidays, fees etc.
- Providing information on when the child starts school and their settling in schedule.
- Children are given a book called “my school” which contains pictures of the staff and different areas of the nursery. Parents are encouraged to read this with their child regularly prior to their child starting nursery.
- Parents of children with SEN will be provided with an opportunity at the beginning of the school year to meet with their child's class teacher and SEN assistant to complete a profile for the child. This will provide staff with important information about the child.
- Liaising with professionals re children with additional needs especially regarding any medical training that may be required.
- Following the Settling in Policy. (see Settling in Policy)

We will ensure that the transition for Nursery School to Feeder Primary Schools is managed by:

- Developing and maintaining links with feeder primary schools.
- Sharing information with the staff from the primary schools through visits, transition reports, Wellcomm results etc.
- Encouraging Primary 1 staff to visit the children in their nursery class.
- Working in partnership with primary school to consult with us about friendship groups, behavioural issues and speech and language difficulties before drawing up class lists.
- Putting up a display of children's photographs and the classes/schools they will be attending.
- If possible introducing children who will be in their primary class but in another nursery class and allowing them to play together (especially if they are the only child from their class attending, no siblings at the school or a child who lacks confidence).
- Providing school uniform for dressing up in the home corner and school bags, writing materials etc.
- Supporting parents and their children in making visits to their primary school.
- Planning carpet time to share and talk about new schools and other changes for all the children. (same school as older siblings, playgrounds etc).
- Maintain links with older children and families on visits from primary school.
- For children with additional needs discussing with parents at their annual review options for primary one and supporting them in visiting other schools etc.
- End of year folder with information on learning from the year to revise with children before starting primary school.
- Encouraging children to return during September in their new school uniform to see their old teachers and ask them about their new school.

Belmont Nursery School believes that children who are supported through transition are more socially and emotionally ready to learn, and are resilient and resourceful when faced with change, developing the ability to take risks and embrace new experiences.