

EYFS DEPARTMENT

EYFS Transition and Settling-in Policy

This Policy applies to the Early Years Department and is published to staff and parents.

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Next review date: August 2025

Statement of Intent

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Staying safe 1.4 Health and wellbeing	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.1 Observation, assessment and planning 3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.4 Areas of Learning and Development

We believe that we should be prepared for the children entering each stage of their learning; we have developed this policy to ensure continuity of learning and a smooth transition for each child.

In the EYFS we acknowledge the following transitional stages:

- from home to our Early Years setting;
- from another setting to our Early Years setting;
- from Early Years to our Year 1 class;
- from our Early Years setting to another school.

We believe that best Early Years practice sees learning as a continuum and that our role is to smooth the way between the child's home experience, the EYFS Curriculum and the National Curriculum, ensuring that the curriculum we provide in KS1 reflects our understanding of the children as learners. We aim to tailor the curriculum to meet the needs of every individual child. Transition is managed in a thoughtful and planned way, taking account of the needs of the young learner.

Our Aims are to:

- Ensure our children experience smooth transition periods reflecting their individual needs.
- Involve parents fully in the transition process offering home visits.
- Ensure good communication between different agencies involved in the welfare of the child.
- Ensure that information is sought or passed on prior to any transition.
- Continue to have opportunities for structured play in Year 1, as appropriate.

What we will do to meet these aims:

Stay and Play

Each term we run an open Stay and Play session for existing children and their parents and invite potential parents with younger children who may be considering our setting or due to start with us. In addition, once a child has been registered, we encourage new parents and children to visit the setting prior to starting with us.

Taster Sessions

Children will be given the opportunity to have taster sessions in the class they will be starting in and will meet their new teacher. We would encourage parents to organise similar taster sessions if their child is moving on to another school.

Informal Summer Drop-In

An informal open afternoon will be held at the end of the summer holiday for any parents whose children are due to enter the setting in September. During the afternoon parents will have the opportunity to meet relevant staff and ask any questions that they may have about their child's transition. This also gives another opportunity for the children to play and familiarise themselves with the setting.

Information Pack

All new parents will be given an information pack which will include an Early Years Handbook, a questionnaire about their child, a calendar showing dates for all Stay and Play sessions and the date for the summer Open Afternoon. The Early Years Class Teacher will offer parents a home visit if they would like one.

Parents' Meetings

Every September, parents are invited to a class information meeting where routines and procedures are discussed for the year ahead and the structure of the curriculum is explained. There are also opportunities for parents to ask questions and to talk to the class teacher. Additional meetings will be offered for parents of children starting during the academic year.

Teacher Transition Meetings

At Longridge, Early Years and Year 1 teachers will meet in the summer term to discuss the children they will be 'handing over'. Teachers from other schools will be offered the opportunity to visit and see pupils in their setting and meet with the relevant staff.

Teachers will pass on information regarding the pupils' academic abilities, specific needs and any relevant family information or safeguarding issues, whilst bearing in mind confidentiality at all times.

Transition from EYFS to Year 1

We ensure the Year 1 teacher:

- is a frequent visitor to the EYFS classroom throughout the year.
- understands the EYFS curriculum and enjoys the freedom to provide a creative approach when delivering the National Curriculum.
- can identify opportunities for structured play in Year 1 curriculum.
- fully considers the EYFS profile scores and how best to plan for individuals/groups of children.