



Grimsbury Family Association

East Street Early Years transition Procedure

At Grimsbury Family Association we endeavor to organize smooth transitions around the needs of the individual child. We understand that we have a statutory duty to ensure continuity for children during periods of transition. We believe that smooth transitions support the personal, social and emotional development, learning and future success of every child.

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.

Procedure

- We allocate a key person before the child starts to attend, the key person welcomes and looks after the child at the child's first sessions and during the settling-in process.
- The key person and another member of staff complete a home visit
- The key person is responsible for settling the child into our setting.
- If the child displays a stronger attachment to another member of staff then we will transfer him/her to a new key person.
- We collect essential information through a registration form as well as information from the parents about their child's needs, likes, dislikes, routines and development. It assists the key person in understanding the emotional needs of the child and enables them to match the home routine of the child within our setting, wherever possible.
- We use key person boards to display information about what happens in the setting and we use photographs of children at play to effectively engage with parents both on the key board and within the child's profile.
- We allocate all children with a coat peg. This helps children feel more secure.

Transition from home into Grimsbury Family Association Early years

- We value parents as the first educator of their child
- We invite parents to bring in items from home which forms links, these feed into individual 'learning journeys'. These help the child to keep home in mind and share families that we value them in our setting.
- Parents are welcome to come and visit our setting at any time.

We support children who have identified additional needs as they enter our setting:

- We collect information at point of entry about any other professional who are involved with the child and family.
- We seek parental permission to work with other professionals before entry to ensure the setting is ready to meet the child's physical, emotional, social and learning needs.

Transitions between settings, rooms and key people

- Profiles move with children between key people and rooms.
- Profiles are easily available for children and parents to look through or take home to look at.
- Parents are positively encouraged to add information to key boards, which can also be done through our early years email.
- Transition forms are completed by the key person and passed on to the new key person.
- Parents are introduced to the new key person and given a guided tour of their child's new room and given the opportunity to chat and discuss any anxieties they may have.

Transition from pre-school setting into school

- Grimsbury Family Association aims to maintain good relationships, built on professional respect, with all local feeder schools.
- Staff from feeder schools are invited to visit the child within the setting during the Summer Term prior to transition, and also to a parents evening to discuss what their school has to offer.
- The child's profile is given to the parents when their child leaves.
- We organize and attend a 'transition meeting' for those children with identified additional needs, with the support of our SENCO and EYSENIT. Parents and carer's, staff from feeder school and key person are invited, alongside any other relevant professionals, in order to ensure the child's needs can be met in the school.

Reviewed by the GFA Committee on		October 2018	
Signed by the Chair of the GFA Committee			
Last reviewed:	October 2018	Date of next review	October 2020