



## Policy

Dunscore pre-school Centre recognises the importance of supporting babies, toddlers and young children through transition processes. Transitions will be handled sensitively to help provide positive experiences for children, their families and carers. Effective transition involves partnership working, effective communication and the tracking and recording of children's progress. Transition arrangements are planned and managed to support children

and families through these processes. Progression in learning and curriculum continuity are essential to ensure the needs of the child are being met.

## Procedures

### Supported Transitions

Children experience transitions at different times throughout their life and the pre-school will support the children at the centre, along with their families, to make successful and effective transitions. Transitions can be from home to school, within the setting, split placements (including childminders) and onward to primary school.

Children are encouraged to develop a positive attitude to change and to develop new and secure relationships within the pre-school. Processes will be in place to record all aspects of children's learning and achievements and this information will be shared with relevant colleagues and families to ensure continuity of learning.

### Key Transitions

We recognise the following points of transition as key stages in a child's emotional and learning journey and plan carefully to support both the child and their family as they make these transitions.

#### 1. Home to Setting

We respect and value parents' knowledge of their child. We engage with them prior to the child joining the setting to gain as much knowledge of the child as possible, including care needs, preferences and developmental stage. We also explore any concerns the parents may have about bringing their child to the setting. We will endeavour to build positive and relaxed relationships with the parents that foster openness and trust.

The centre offers a toddler group which provides the opportunity for children under 3 to get used to the setting whilst in the care of a parent or trusted carer or family member. Children can attend from birth and they are encouraged to do so prior to starting at pre-school.

The parent(s) and child are offered opportunities to visit the centre prior to starting, where they can meet and get to know staff, form secure attachments and become familiar with the setting. The number and duration of these visits is dictated by the child's needs and parental circumstances. We are sensitive to both the child's readiness to join the setting, and being parted from the parent, and the parent's own needs and emotions.

#### 2. Within the Pre-school

We sensitively support children and their families to make successful transitions as they move to their next stage of learning - from babies and toddlers to young children and on into their pre-school year, they will be well supported at all times of transition. We want the transitions to be enjoyable and exciting and will endeavour to foster a positive attitude to change amongst the children and parents.

We are a small group, with a range of ages and stages of learning all within the same group. Staff use a range of techniques to celebrate the transitions made by individual children in their learning and development. This is shared with parents through learning journals and regular discussions with staff. Older children are given additional responsibilities within the group, as well as being given challenging activities relevant to their stage of learning. Staff have fortnightly meetings where the children's learning and progress are discussed, monitored and planned. The decision to move a child on to the next learning stage will always be dependent on the child's readiness and not dictated solely by their chronological age.

Information regarding involvement of other agencies or professionals such as speech therapists, psychologists or social services and the child's care needs and preferences are also be shared. Crucially any additional support needs continue to be met as the child progresses.

The overall approach to assessment supports effective transitions into, across and from our setting which enhance the learning process.

#### 3. Across Settings

Parental commitments or preferences may require that some children attend more than one setting or spend additional time in the care of a childminder. Staff carefully support children and families to make successful transitions when they first start, and as they move to another stage of learning or to a new setting. We work in collaboration with parents and colleagues in other settings to ensure that there is shared information on the child's learning and development across

these settings. We consult with the parents and any additional settings on how and when information should be shared, and the content of that information.

Additional settings are informed of the involvement of other agencies and professionals and have a common understanding of the child's progress in early literacy, numeracy and health and wellbeing ensuring continuity in learning across the curriculum. We take cognisance of any information passed to us by other settings to help inform our planning for the child's progression and wellbeing. To ensure transition arrangements are effective for all children, in particular for those requiring additional support this is clearly documented in the Child's Plan. With our partners we regularly review and evaluate the impact of our transition arrangements across settings to ensure the best possible outcomes for children and families. If possible we will meet with them to develop a shared understanding of progress and play-based pedagogy across the early level.

#### 4. Setting to Primary School

We foster positive collaborative working strategies with Dunscore Primary School and where relevant Shawhead Primary School. Where possible we ensure that children have regular opportunities to visit and participate in events at Dunscore Primary School. As well as a fuller program of events in the Summer term of their pre-school year. in order to support them emotionally during transition and to promote a confident and successful move to primary school.

Concise reporting records are shared with receiving primary schools based on a common understanding of child development and progression in learning. These records outline clearly the child's learning in early literacy, numeracy, and health and wellbeing, and help the receiving primary to plan for progression. They also include any relevant information about support needs, skills and achievements across the curriculum.

This information is shared in the first instance with the parents to ensure they have full knowledge of their child's progress to date and are in agreement with the assessment.

We also ensure that receiving primary schools are informed of any relevant involvement with other agencies and professionals.

We acknowledge that not all of our children will move on to Dunscore Primary School. This presents a greater challenge for collaboration but we will endeavour to ensure that every child has a positive transition experience and that the receiving primary school is fully informed of the child's progress to date and has all relevant information regarding the child.

As in our practice with shared settings, we meet with colleagues from Dunscore and other local primary schools, where possible, to develop a shared understanding of progress and play-based pedagogy across the early level. We seek objective evaluations from parents, children and partners to enable us to develop and improve the transition arrangements and programmes into primary school that we provide.

### *Policy adopted at Committee Meeting of Dunscore Pre-school on:*

(date)

(signed)

(Chair)

### *This policy was reviewed by the committee on:*

Date

Signed :

Designation

## Links to national policy:

Health and Social Care standards – My support my life

<https://www.gov.scot/Resource/0052/00520693.pdf>

1.12, 1.13,1.14,1.15,2.20, 3.9,3.10,3.13,3.14,3.19,4.13,4.15,4.16,4.17,4.18,4.27,

<http://www.gov.scot/Resource/0045/00458455.pdf>

(Building the Ambition: National Practice Guidance on Early Learning and Childcare, Scottish Government 2014

[https://education.gov.scot/improvement/documents/elc/elc2\\_prebirthtothree/elc2\\_prebirthtothreebooklet.pdf](https://education.gov.scot/improvement/documents/elc/elc2_prebirthtothree/elc2_prebirthtothreebooklet.pdf)

<https://hub.careinspectorate.com/media/603624/our-creative-journey-aug-17-master-combined.pdf>

<https://hub.careinspectorate.com/media/279348/my-world-outdoors-sharing-good-practice-in-how-early-years-services-can-provide-play-and-learning-wholly-or-partially-outdoors.pdf>

<https://hub.careinspectorate.com/media/549001/space-to-grow.pdf>

(Curriculum for Excellence, Scottish Government)

<https://www.gov.scot/resource/doc/226155/0061245.pdf>

(How good is our early learning and childcare? HGIOELC) **2.6 transitions**

[https://education.gov.scot/improvement/documents/frameworks\\_selfevaluation/frwk1\\_niheditself-evaluationhgielc/hgioelc020316revised.pdf](https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk1_niheditself-evaluationhgielc/hgioelc020316revised.pdf)

### Find out more:

<http://www.educationscotland.gov.uk/learningandteaching/earlylearningandchildcare/index.asp>

Education Scotland (Early Years)

<http://hub.careinspectorate.com/media/232186/review-elc-workforce-and-osc-workforce.pdf>

<http://hub.careinspectorate.com/media/623628/2018-national-improvement-framework-and-improvement-plan-for-scottish-education.pdf>