

# Laurieston Primary School

## Nursery to P1 Transition Policy



*Embracing the Spirit of Learning*

*NURTURE INCLUSION ACHIEVEMENT RESPECT HONESTY*

## **Transition Policy for Early Learning and Childcare**

Transitions are a time or process of change and it is natural that change almost always brings uncertainty. In an ELC setting there are several transitions for a child to manage, initially from home to the setting, from inside to outside, from person to person. Transitions can be exciting and challenging and it is essential that these are handled sensitively, inclusively and positively.

Our Nursery aims:

- To meet the needs of the children and individual parents and carers at times of transition
- To work in partnership with parents/carers to ensure transitions are effective and successful
- To gather written information about each child given by parents/carers and children
- To ensure parents and children receive useful information about the setting
- To share the settling in procedure with parents/carers
- To provide opportunities for staff and parents to meet and discuss progress or concerns
- To share children's profiles, Care Plans, or Child's Plans where appropriate with parents and the next receiving setting
- To work in partnership with other professionals who may be involved. Children with additional support needs may need enhanced transition arrangements, which will be agreed in advance at a Team Around the Child (TAC) meeting.

As a staff we will:

- Ensure parents are notified in good time of transition dates for their child
- Where possible arrange reciprocal staff visit(s) to the current and receiving setting prior to commencement of child's placement
- Share information about the setting with parents/carers in the form of centre handbooks/welcome brochures, notice boards, newsletters and through talking with staff
- Arrange an information session with parents and staff to share information on Curriculum for Excellence, Additional Support for Learning, individual children's profiles, progress reports, daily routine of the setting etc.
- Gather written information from parents/carers and children to ensure we are well informed about each individual child e.g. enrolment forms, 'All about me' forms and permission slips
- Ensure we follow the Additional Support for Learning transition regulations with regard to children with additional support needs e.g. timescales and child plans.
- Share our Settling-in procedures with parents/carers.
- Complete the children's Learning Journal as appropriate, share this with parents/carers and pass it on to the receiving setting
- Complete as far as possible, the profile for a child moving between settings during the course of a year and ensure this is passed on to the receiving setting.
- Arrange contact between staff from both settings to exchange information, e.g. children's profiles, progress report, folio of children's work, Child's Plan if appropriate and any other pertinent information.
- Continue to share the methodologies used in Nursery with the primary one setting to ensure smooth continuation of CfE, Early Level.