

Transition Policy

Clever Cloggs aims to ensure continuity between all settings used by a child wherever possible, so that their social, emotional and educational needs are addressed appropriately. Transition is a process that is planned for with the involvement of practitioners, parents and children whether it be a child moving from one setting to another, attending more than one setting or transferring onto school. Your key person will be a significant person in this process whom information needs to be shared with to fulfil our aims for the benefit of the child and sharing information with any outside agencies involved. Their knowledge of your child's development within the EYFS is paramount to the child's continual progress. Our setting uses TAPESTRY to record progress within the EYFS and where possible this will be transferred or an email and password provided to continue the process.

Transition from one setting to another

Our settings "settling in" policy will be implemented for any child and family joining our pre-school at any time throughout the year. The EYFS child profile will be sought from the previous setting so the child's key person can familiarise themselves with the child's achievements, interests and activities and build on these. Our settings policy on leaving put the child first and considers the family. Therefore we will make contact with the new setting to pass on the child's development file to them. It is therefore important that families share information for us to provide continuity.

Children attending more than one setting

Where a child attends another setting or child minder, we will make contact to share information for the best interest of the child. Therefore it is paramount the families share information for us to succeed. For children attending more than one setting, information on development and interests will be shared by Clever Cloggs and similar information requested to be supplied by the other settings. This will be managed by the key person to ensure that the child's development is collated by both settings. Arrangements may be made for each key person to review and reflect on information either in person if appropriate or by telephone. Copies of the child's learning journey, profile or Tapestry may be forwarded.

Any children presently attending OSCARS the out of hours Breakfast and After School Club, are taken and collected by Clever Cloggs staff, enabling them to share information. A home-link book maybe set up to share information between parents, pre-school and OSCARS to support continuity of care. This will help the process of passing on information about the child to parents from the practitioners and visa-versa. There are plans in process to be considering extending our hours to provide this service for our children which will provide greater continuity of care.

Transition from Pre-school to Primary school

Application forms are passed on by the pre-school to all eligible children in the autumn term prior to them starting Primary school. Key persons will liaise with their parents to ensure applications to their chosen school have been submitted and encourage parents to inform us their first choice and at the appropriate time if they have been successful in their choice. There is no guarantee that a child leaving Clever Cloggs gains automatic entry into Primary School.

We aim to organise preliminary visits to the appropriate reception classes taking into account children's sessions attended within the setting, availability of staff, school location and each primary school's transition procedures. Parents may be contacted to bring their child in for additional sessions if their sessions do not meet with arrangements made. Several visits are arranged with our main feeder school. Groups of children are taken into reception with one member of staff to join in with activities planned by reception teachers. Observations will be recorded on Tapestry to share with staff, teachers and parents. All parents are notified of these proposed arrangements in writing however they may be flexible depending on the child's attendance and commitments of reception class.

Reception teachers and teaching assistants are invited into the setting to familiarise themselves with their proposed children within their usual environment and share information with each key person to establish a feel for individual children's development.

A multi- agency approach is taken to support children's individual needs working with our Senco alongside parents to aid a smooth transition. This may involve more visits to reception classes. Individual meetings are held with key persons and reception teachers to review development and address any concerns.

Children and parents are then invited to attend starters club which is run for several weeks by our feeder school. Parents will then be invited in for information sessions and individual meetings. We aim to gain information from local schools to keep abreast of differing schools transition procedures to remind parents to aim to provide a smooth transition for all children. The final arrangements will be the move up day when all children spend the part of the day in reception and reception move into year one etc.

Information on starting the following September is distributed through schools which usually follows a pattern or mornings only, then mornings including lunch and finally all day.