

## 09 Early Years Practice Procedures

### 09.14 Transition to school

#### Our Aim

At Peekaboo Childcare, we recognise that moving on to school is a major and exciting milestone in a child's life. This transition involves separating from familiar adults and friends and adapting to new environments, routines and expectations. As children grow, they develop a stronger understanding of 'people permanence' and are increasingly able to manage change. However, sensitive preparation and consistent support are essential to ensure children approach this transition feeling confident, secure and emotionally ready.

This policy aligns with the Early Years Foundation Stage (EYFS) requirement to support children through key transitions and reflects our commitment to working in partnership with parents/carers and schools to promote children's wellbeing, learning and development.

#### Partnership with Schools

To support continuity of care and learning:

- Details of the school a child will attend are recorded, including the name of the reception class teacher where known.
- We actively build and maintain positive relationships with all schools that children may move on to. Where links do not already exist, the setting manager will make contact to establish effective communication.
- Information about each school's transition and settling-in procedures is kept within the setting. Staff familiarise themselves with these procedures to ensure a consistent and supportive approach for children, parents/carers and schools.

- Reception teachers are welcomed into the setting wherever possible. Time is made for them to spend time with the child, parents/carers and the key person to share information that will support a smooth transition and continuity of learning.
- A child's learning story assessment and school transition document are shared with the school, with written parental consent. Parents/carers receive a copy of this information.
- Any action plans or support strategies relating to a child's additional needs are shared with the school where applicable, in line with inclusive practice.
- Other formal documentation, including safeguarding information, is transferred in accordance with procedure 07.6 Transfer of Records.

### **Partnership with Parents and Carers**

We value parents and carers as children's first educators and recognise their vital role in supporting transition:

- Key persons discuss school transition with parents/carers and arrange time to share learning and development summaries. Parents/carers are encouraged to contribute their views, knowledge and observations.
- Key persons talk with parents/carers about how they are preparing their child for school and explain how the setting is working in partnership with schools to support this process.
- Parents/carers are informed clearly and sensitively about what information will be shared with the school, including any safeguarding or child protection information and actions taken to support the child's welfare, in line with statutory requirements.

### **Increasing Familiarity for Children**

Supporting children to become familiar with their new school environment helps to build confidence and reduce anxiety:

- Where schools are close to the setting, opportunities may be arranged for children to become familiar with school staff and premises. This may include shared use of indoor or outdoor spaces, activities or resources.
- Where appropriate and in line with the school's transition policy, the key person may accompany the child on visits to their new school.
- Where children are attending a range of schools, or where distance makes visits impractical, alternative methods of familiarisation are used. These may include photographs, videos, books, role play or discussions about the school within the setting.
- Staff may borrow school resources, where available, and incorporate these into play and learning experiences to support familiarity and confidence.

### **Preparing Children for Leaving**

Children and families form strong emotional bonds with staff and peers, and leaving the setting can be a significant experience. We support children by:

- Preparing them emotionally for separation through conversations, stories, reflection on their time at the setting and positive discussions about starting school.
- Marking a child's last day as a special and celebratory occasion.
- Holding a graduation ceremony at the end of the final term before children move on to school, with parents/carers invited to celebrate this important milestone.
- Welcoming children and families back for occasional brief visits where appropriate. This can reassure children that their early years setting remains a safe and valued place and that relationships continue to be remembered.

This approach ensures children leave Peekaboo Childcare feeling confident, emotionally secure, proud of their achievements and ready for the next stage of their learning journey.