



Transitions Policy

Transition concerns the change a child encounters when moving from one place, person, routine or circumstance to another. As children develop from birth throughout childhood, they experience many transitions as they move between different environments, relationships and stages of learning. These changes require children to adapt their thoughts, feelings and behaviours to meet new expectations.

By the time a child reaches school age, they may already have experienced several transitions, including:

- Home to pre-school or nursery
- Moving between different childcare providers during the working week
- Transitioning between rooms or groups within a setting
- Moving from pre-school or nursery to school
- Moving between breakfast club, school and after school club
- Moving from school to another educational setting
- Changes in family circumstances or routines

Transition is a journey and takes time, preparation and careful planning. Every child responds differently to change, and some children may need more support than others. Adults can help children navigate their journey by supporting them before, during and after each transition.

Parents, carers, practitioners, teachers and other professionals need to work together, sharing information about the child, their individual needs, interests, strengths, routines and any support they may require. Effective communication and consistency help children to feel secure and confident when experiencing change.

Our Approach to Transition

We believe all children should feel as comfortable, confident and emotionally secure as possible when entering and leaving our pre-school setting and when moving between different parts of their day.

Young children may need support to adjust to separation from their family and to become familiar with new adults, children, routines and environments.



Transitions Policy

They need to feel that they are valued and competent members of their new social group and develop positive attitudes towards the experiences and opportunities available to them.

Throughout the transition process, we aim to maintain children's confidence, self-esteem and sense of belonging. We recognise that children may experience a range of emotions during periods of change and provide reassurance, encouragement and consistent support.

Getting to know a child and planning for transitions requires parents, carers and practitioners to work in partnership. We value the information families provide about their child and use this to help us understand their individual needs and provide appropriate support.

Transitions involve a process of change and require a period of adjustment. To help children and families adapt, we aim to provide as much continuity of care, learning and emotional support as possible. We share information and work closely with parents, carers, family members where appropriate, schools and other providers involved in the child's care and education.

Transition from Home to Pre-School

We recognise that starting pre-school is a significant transition for both children and their families. We aim to make this experience positive, welcoming and reassuring.

- We hold an open afternoon where prospective parents and carers are invited to visit the pre-school with their child, explore the environment, play with the resources and meet staff and the manager.
- Parents and carers are provided with an All About Me form so that we can learn about their child's interests, routines, communication, family circumstances and individual needs.
- Each child is allocated a key person who develops a positive relationship with the child and their family and is available for informal discussions and termly parents' evenings.
- We adopt a flexible approach to settling in, based on the individual needs and circumstances of each child. Arrangements are discussed and agreed with parents and carers in advance.



Transitions Policy

- Children are able to bring a comforter where this helps them feel secure, particularly during the settling-in period.
- Where a child starts part way through the academic year, we arrange taster visits where appropriate and agree a flexible settling-in plan with the family.
- Staff observe children closely during their transition and adjust support according to their individual responses and needs.

Transition from Breakfast Club to School

For children who attend our Breakfast Club before the start of the school day, we recognise that the transition from breakfast club to school is an important part of their daily routine.

We aim to ensure that this transition is calm, predictable and consistent so that children can move confidently from one environment to another.

- Children are given clear information about when it is time to get ready to leave Breakfast Club and go to school.
- Staff provide reminders and warnings before the transition to help children prepare for the change.
- Children are supported to gather their belongings and complete any necessary routines before leaving Breakfast Club.
- Staff ensure that children are handed over safely to the appropriate school staff in accordance with our agreed arrangements.
- Where appropriate, relevant information about a child's wellbeing, emotional state or any concerns arising during Breakfast Club is shared with school staff.
- We recognise that some children may find this transition more difficult than others and provide additional reassurance and support where required.
- Consistent routines and familiar adults help children develop confidence in moving between Breakfast Club and school.



Transitions Policy

- Any changes to the usual arrangements are communicated clearly to children and families.

The transition from Breakfast Club to school should enable children to begin their school day feeling safe, settled, confident and ready to learn.

Transition from School to After School Club

The transition from the school day into After School Club is equally important. Children may be tired at the end of the day and may need time to adjust from the structured school environment to the more relaxed atmosphere of the club.

We aim to make this transition positive, predictable and responsive to each child's needs.

- Children are collected from the agreed location within the school and safely brought to the After School Club.
- Staff follow agreed collection and handover procedures to ensure that every child is accounted for.
- Where appropriate, school staff share relevant information about a child's wellbeing, emotional needs or any important events from the school day.
- Children are welcomed by familiar After School Club staff and given time to settle into the club environment.
- Staff recognise that children may need quiet time, reassurance, a snack or opportunities for physical play following the school day.
- Children are supported to become familiar with the routines and expectations of After School Club.
- Children are encouraged to talk about their day and share their experiences if they wish to do so.



Transitions Policy

- Staff remain attentive to children's emotional and physical needs and adapt activities and routines accordingly.
- Any significant concerns arising during the school day or at the point of handover are communicated appropriately to parents/carers and relevant staff.

The transition from school to After School Club should provide children with a safe, welcoming and familiar environment where they can relax, play and continue to develop positive relationships.

Continuity Between Breakfast Club, School and After School Club

Where children attend Breakfast Club, school and After School Club, they may move between several environments and groups of adults within a single day. We recognise the importance of providing consistency and continuity across these transitions.

Where appropriate, staff will communicate with one another to ensure that children's needs are understood and supported throughout the day. This may include sharing relevant information about:

- A child's emotional wellbeing
- Any concerns or changes in behaviour
- Individual care needs
- Dietary or medical information
- Important events or circumstances affecting the child
- Information that may help staff understand and support the child's behaviour or communication

Information will be shared appropriately and in line with confidentiality and data protection requirements.

We aim to ensure that children experience the adults around them as a consistent team, with their safety, wellbeing and individual needs remaining at the centre of every transition.



Transitions Policy

Leaving Pre-School and Transition to School

Moving from pre-school to school is a significant milestone in a child's life. We work closely with children, parents and schools to ensure that this transition is carefully planned and positive.

- Towards the end of the child's time with us, their key person completes a transition report summarising their development, strengths, interests, characteristics and any areas where they may require additional support.
- A copy of the report is provided to parents/carers and, with their consent, shared with the child's receiving school.
- Visits to the school children will be attending are arranged during the summer term where possible.
- School teachers and other relevant school staff are welcomed into the pre-school to meet children in a familiar environment.
- Where appropriate, we share information with the receiving school to support continuity of care and learning.
- Children are given opportunities to talk about starting school, explore their feelings and ask questions.
- Books, stories, role play and activities about starting school may be used to help children understand and prepare for the change.
- We support children to develop the independence, confidence and self-care skills that will help them manage the transition to school.
- Additional transition support is arranged for children who may require it, including children with SEND or those who may find significant changes particularly challenging.



Transitions Policy

- We work in partnership with parents/carers to ensure that they are informed and supported throughout the transition process.

Supporting Individual Children

We recognise that no two children experience transition in the same way. Some children may confidently embrace change, while others may require additional time, reassurance and support.

We will consider each child's individual circumstances and may provide:

- Additional visits or settling-in sessions
- Visual timetables and photographs
- Social stories
- Familiar objects or comforters
- Additional opportunities to meet new adults
- Extra communication with parents/carers
- Opportunities to visit new environments
- Gradual introductions to new routines
- Additional support from the child's key person
- Liaison with the child's school, SENDCo, health professionals or other agencies where appropriate

Our aim is to ensure that every child is supported to experience transitions as positive, manageable and successful steps in their learning and development.

Working in Partnership

Successful transitions depend on effective partnership working. We encourage parents and carers to share information about their child's experiences, routines, preferences and any concerns they may have.

Staff will communicate with parents, carers, schools and other professionals where appropriate to ensure that children receive consistent support.

By working together, we can help children develop the confidence, resilience and independence they need to manage change and approach new experiences positively.



Transitions Policy

This policy was adopted in July 2017.

It will be reviewed annually or as and when required.

Last updated: 07.10.26

Signed by Chair of Trustees:

Signed by Operations Manager: