Transition Policy

Statement of intent

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and can approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

Partnership with schools

- Details of the school that a child will be attending are recorded along with (where possible) the name of the reception class teacher
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools to open lines of communication where these have not previously existed.
- Teachers are welcomed into the setting and sufficient time is made for them to spend both with the child, their parents/carers and with the key person, to discuss and share information that will support the child's transition to school. Where this is not possible schools are contacted by telephone to discuss the child and their learning.
- The child's personal profile is discussed with the receiving teacher and a copy is given to parents.
- Any action plans relating to a child's additional needs are also shared and where appropriate a Transition Partnership Agreement (TPA) document is produced and a meeting held with the setting, parents and the receiving school.
- Other formal documentation such as safeguarding information is prepared in line with procedure Transferring Safeguarding Information to other educational settings (Appendix A) and 2021-transfer-of-CP-records-flowchart.pdf

Partnership with parents/carers

- Key persons will discuss with parents/carers how they are preparing their child for school and will share information about how the setting is working in partnership with the school to aid transition.
- Key persons will make clear to parents the information that will be shared with the school, for example, information regarding child protection and work that has taken place to ensure the child's welfare.

Increasing familiarity for children

- Where possible, the key person will take the child to visit the new school, if this is the school's transition policy.
- If there are several schools in a catchment area, or the setting is not within a reasonable distance of the school, other means of familiarisation will be explored. This could be through videos, photographs or other information about the school that can be shown within the setting. Staff may borrow resources from the schools and will use these with the children.

Preparing children for leaving

- Children and parents/carers form bonds with adults and children in the setting and will need preparation for separating from the relationships they have formed.
- We provide children with small group activities that promote their school readiness
- Our curriculum promotes independence, self-confidence and the social skills that a child needs to transition well when starting school
- The child's last day should be prepared for in advance and marked with a special celebration that acknowledges that the child is moving on.
- Parents/carers should not be discouraged from bringing the child for the occasional brief visit, as separations often take time to complete. Sometimes children need the reassurance that their nursery/pre-school is still there and that they are remembered.

Version	Changes made	Author	Date
1.0	Baseline version	Amanda H	3rd Nov 2026

Appendix A

Transferring safeguarding information to other educational settings

As a setting we follow the Hampshire Safeguarding Children Partnership guidelines for transferring child protection (CP) records and safeguarding information.

We also refer to the following DfE documents for guidance;

- Supporting a smooth transition into Reception
- Information sharing to safeguard children and young people.

The following procedure is followed

- CP records and safeguarding information is shared with the setting the child is transitioning to and we no longer keep any records after the child leaves our setting.
- CP records include a summary in chronological order, we retain a copy of this summary for our records.
- In the event of open cases being transferred, we ensure the summary contains the name and contact details of the named social worker.
- CP records are not shared with the new setting until they've confirmed the child's enrolment. In the case of a child leaving us to start school, we aim to transfer the information relating to the child within 5 days of the start of term.
- Transfer of CP records are handed over face to face where possible, however in the event of a child moving out of the area, the records will be sent through the post by recorded delivery.
- All records being transferred are signed for by the receiving setting and are kept for our records as proof of transfer.