

# TRANSITION POLICY

(based on former Settling In Child Policy)

## Amendment History

Revision	Author	Description of change	Date updated
1	Karen Walls	Add amendment history	November 2005
KASC policy	Carol Hooper	Adapted from adopted Kineton Playgroup policy	August 2006
2	CH/SM	Reflect evolving KASC practice, add reference to occasional and continuing attendance	February 2007
3	CH/SM	Merge Playgroup and KASC policies; update footer; adapt to new building and operations	August 2007
4	CH/ SM	Amended	October 2008
5	CH/AF	Reference to rota parents	October 2009
6	CH/AF	Reference to handbook	October 2010
7	CH/AF/ HS	Reference to induction mornings / coffee mornings	September 2011
8	CH	Reviewed: no change	September 2012
9	CH/KG	Change of name – based on former ‘Settling In Child’ Policy	September 2014
10	CH	Reviewed, no substantive changes	October 2015
11	CH	Reviewed, no substantive changes	November 2016
12	CH & SF	Reviewed, no substantive changes	February 2018
13	CH & SF	Reviewed, no changes	January 2020
14	CH	Reviewed, no changes	July 2022
15	CH, TH & XF	Reviewed, no substantive changes	July 2023
16	TH	Reviewed, no substantive changes	September 2025

## TRANSITION POLICY

It is important that any child and their parents and carers are supported in getting used to new experiences, whether starting sessions at playgroup or KASC, moving from playgroup to another pre-school setting, moving up to primary school or moving from primary to secondary school.

Any new child at Playgroup or KASC is supported in learning to become, and continue to be, confident and secure, through building up good relationships with others at the setting. As well as supporting new starters, some children attend KASC on an occasional basis, and it is also important that they are supported to feel valued and included.

This is achieved through good practice, which includes: -

- Familiarity with the physical premises
- Offers of planned accompanied visits prior to admission
- Introduction of parents and child to key person at visit or first session
- Opportunity for parents to help at or visit playgroup sessions and feel part of the setting
- Invitations to open days and informal events, including fundraising events; older children take part in fundraising events themselves
- Provision of information to parents and children
- Regular liaison with and visits to by members of staff to Kineton Baby and Toddler Group, Kineton Primary School and other local organisations
- Welcome pack via email to new parents containing information about daily routines and advice
- Regular newsletters containing information and advice.
- Induction and information events at the start of as well as during the academic year
- Phone calls to parents to reassure them during their child's first few sessions
- Timetabled visits to reception class at Kineton Primary School for all children admitted to that school.
- Visits to Kineton Primary School plays, assemblies and class events
- Daily hot dinners for children in their pre-school year
- Invitations to teachers from other schools

Each child is encouraged to take ownership of 'their' setting by: -

- Knowledge of where to go to the toilet
- Photographs around the premises of children carrying out various activities
- Information sheet completed by parent and handed in prior to or on admission and discussion with parent about child's likes/dislikes and particular routines
- Displays of work, and opportunity to select work for display themselves
- Positive reinforcement of kind and helpful behaviour

- Listening to child and following their interests where possible
- Explanation of simple rules, which are set in discussion with the children
- Encouragement to operate independently and to develop own boundaries through play and negotiation
- Allocation of staff and child mentor to support new starters
- Consistency of approach by team members
- Adaptability when child finds settling in difficult
- Patience!

These elements of good practice are followed throughout the time children attend the setting. The child's emotional welfare is paramount, and all staff and children are encouraged to welcome new starters, and to continue to help and support each other during all sessions.