



## TRANSITION POLICY

This policy will be reviewed annually or in response to changes in legislation		
Last Review	September 2023	Kindergarten Head
Approved	September 2023	Kindergarten Head

This policy should be read in conjunction with the Thomas's Kindergarten Parental Involvement Policy

### **Introduction**

We want the children to feel secure and positive about the transitions they make whilst at the Kindergarten; starting at the Kindergarten; moving up to Upper (UK) from Lower Kindergarten (LK), leaving us to move out of London and leaving us for Reception class. We aim to make the Kindergarten a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. We want the children to feel safe, stimulated and happy in the Kindergarten and to feel secure and comfortable with staff.

We would like parents/carers to have confidence in both their children's well-being and their role as active partners within the Kindergarten.

Our aim is to make transitions a smooth process for the children and their parents. We develop the children's confidence to cope with the changes through a number of ways.

### **Procedures**

#### *Transition from home to Kindergarten*

Before the child starts to attend the setting we use a variety of ways to provide the parents/carers with information.

- Parents are given a New Parents' Guide which gives details about the routines, values and curriculum of the Kindergarten
- Parents are asked to fill in an All About Me form before their child is due to start at the Kindergarten to inform staff members about any medical needs or allergies, EAL, SEND and other information they wish to share with the school.
- Parents are invited to a New Children's Morning, before they are due to start, to meet their child's key teacher as well as to get to know the daily routine, and they are given information about the Kindergarten.
- The Head organises Home Visits prior to the child's start at the Kindergarten.

- A key teacher is allocated to each child. This person welcomes and looks after the child and the parents at the child's first session and the settling-in process.
- The Head welcomes the parents/carers at the child's first session and arranges a pick up time for the child at the first session.
- For children that settle less readily the picking up time is increased gradually during the first week at the Kindergarten.
- The key teacher and the Head will discuss the child's progress on a daily basis.
- Parents are informed regularly during the first week of their child's progress, by their child's teacher and/or the Head in person, by email and/or telephone.
- For children with EAL the key teacher might ask the parents/carers for words/gestures in their home language.
- Where it is considered appropriate for the child, parents/carers are invited to stay with their child to allow them to settle for an agreed period of time.
- The child may bring e.g. toy from home to make transition easier.
- Parents are invited to the Information Evening to discuss transition.

#### *Transition from Lower to Upper Kindergarten*

- Lower Kindergarten children are prepared for the transition to Upper Kindergarten through discussions during focus time.
- Lower Kindergarten children spend time with the Upper Kindergarten children on a daily basis.
- In the last term children join their new teachers, for a few sessions, both planned and spontaneous, to help them get to know their teachers.

#### *Transition from Upper Kindergarten to Primary School*

- The Head visits local Prep schools and meets with other Heads to gain an insight into the individual schools. Understanding their ethos and educational values allows the Heads to help parents make informed decisions and offer advice about which schools to register their child.
- Parents are supported with their child's assessment at the Prep Schools.
- There are open and enthusiastic discussions with Upper Kindergarten children about starting Reception class in their new schools, using fiction and non-fiction books to support the conversations.
- Upper Kindergarten children are encouraged to stay for at least one afternoon club in the summer term to prepare them for the full school day in September.
- Upper Kindergarten children are introduced to main school experiences through regular visits to Thomas's Battersea. However, all the different schools that the children may be moving on to are equally promoted and discussed.
- Books, atlases and other resources are used to help children moving out of London or leaving the country.
- In the summer term the Upper Kindergarten children are invited to share what they know about their new school, i.e. share a picture of themselves in their new uniform, explain a little bit about what their school is called and if they know anyone else who is attending the school.
- Parents are informed about the continuing Early Years curriculum in the Reception classes and are given an explanation of procedures.