



## **Settling In/Transition Policy**

To be read in conjunction with the Pre-school Admissions Policy, GJS Transition Policy.

### **Aim**

The aim of this policy is to set out how we help children settle into our setting and ensure a smooth transition into other settings or primary schools.

We recognise the important role parents/carers play in this process. We recognise that this process may be different for each child and the importance of addressing this in partnership with parents and colleagues from other settings.

Giggleswick School is committed to equal treatment for all, regardless of a candidate's sex, race, ethnicity, religion, disability, sexual orientation or social background. We do not unlawfully discriminate in any way regarding entry. We welcome pupils with disabilities and/or special educational needs, providing we can offer them any support that they require and cater for any additional needs and that our site can accommodate them.

### **Registration/Before a child starts**

Before parents register they are offered the opportunity to visit the setting. Where possible, (i.e. during term time) we arrange visits during school hours so that parents can see us in action, talk to our children and staff and have the opportunity to play with their child and other children. Parents are shown around the Junior School and may meet other staff including, Head of Junior School.

The Nursery Manager will guide parents through the registration process.

During each term, we hold free 'Stay and Play' sessions (e.g. Music Time, Outdoor Fun Time), which are advertised in the local community and are open to all visitors. Parents who have previously enquired or who have already registered their children with us are sent an invitation for their child(ren).

### **Once Registered**

On receipt of a registration form, parents are asked to sign a formal Acceptance Form and deposit, agreeing to the School's standard Terms and Conditions.

Upon receipt of this signed document, parents are sent the following information:

- Pre-school Handbook (including details of current fees and uniform requirements, complaints procedures etc);
- The following consent/joining forms:

Photography and Publicity Consent  
SASA (Sessions and Additional Services) Agreement  
General Consent for School Activities and transport

Medical Data and Emergency Contact and Collection Details Information Form  
Medical Data Form  
Ethnic Origin Form

Meet the Team booklet, to introduce Pre-school team and Key person.

### **Key Person Information**

A child's 'key person' is the member of staff assigned to support that child's development and to act as the key point of contact for you as parents, although other members of the Pre-school team will also know each child well and can act as a point of contact.

### **When do we consider a child to be settled?**

We recognise that it takes different periods of time to settle individual children. The 'settling in' process will be communicated to parents directly by staff at the beginning/end of each session, and in organised parent-teacher meetings.

### Children who don't settle or who have difficulties settling

It is hoped that all children will settle in well, however, for those children who find it more difficult – e.g. younger children, a child who has never been separate from their carer/parent, or a child who has been absent for a period (e.g. family holiday or illness) – it may take longer for them to settle and require additional support to settle in. This will be discussed between the parent/carer and staff and a plan put in place.

It is recognised by our setting that this process can be a difficult time for parents. Support is given by staff through discussion/reassurance. Staff will phone parents to inform them how their child is. The weekly newsletter is a lovely document to share and parents will receive this via email as well as hard copies being available. Staff are always happy to give feedback at the end of the session.

### **Partnership with Parents regarding Settling In/Transition**

#### **Communication**

Parents/Carers have the opportunity to engage in discussion with staff at the beginning and end of sessions.

Phone calls – parents can phone the school at any time. There is a direct line to the Pre-school which is given to parents. Where possible, staff will try to be available to discuss concerns. However, if this is not possible at the point of contact, a member of staff will return the parent's call as soon as possible.

Email – parents who are not able to bring child/wish to communicate this way. Key person email details are available upon request or a card with email details on are available for parents to have.

#### **Transition**

Identified transitions:

- To Primary School (Reception or Key Stage 1)
- To another setting
- To Mill House Pre-school

Staff at GJS will liaise with other providers i.e. childminders/Day care providers for children moving from their setting to ours. Staff may contact the other provider for information relating to the child who is due to start. This is helpful in assisting the child to settle quickly and gives the child's key person valuable information regarding a child's learning and development.

To another setting / To Primary School – Staff will discuss with the children the new setting they are going to. Visits will be arranged to our feeder Primary School (Giggleswick Primary School) for

children. Staff discussion with new setting (meeting/telephone call) will be arranged where possible. The child's Records/Profile is completed and passed on by the end of our school term.

Where our staff have visited the new setting and/or know staff at the new setting, this can be discussed with the child, e.g. "I know Mrs ...; she is really lovely, you will have a great time".

Transition resources will be made available where possible, containing items such as uniform, photographs, books etc

### **Links to Other Documents**

Key Person Policy/Procedure  
Starting School Questionnaire  
Key Person Introduction Sheet

Reviewed by:	C B Shuttleworth, Nursery Manager
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