**10.5 Transition to School**

**Policy statement**

We recognise that children sometimes move to another early years setting before they go on to school. From settling new children to sending them to school, the combination of a key person system and detailed record keeping at the Pre-School ensures that transitions are smooth, and children are confident and well prepared when they move on to the next stage in their learning.

**Procedures**

***Ready for School***

* We check which school our children will be going to.
* Parents and carers are made aware of our Transition to School policy.
* Parents and carers are provided with details of how they can support their child at home, for example reading stories to their child about starting school.
* We arrange an opportunity for children and their key person to visit their school. This is usually followed by visits from the school foundation teachers to the Pre-School.
* To make transition smoother during the last summer term all children are given the opportunity to experience stay and play session which may include a PE session, lunch time session, phonics session and/or play time session at their new school accompanied by a Ladybird practitioner.
* The Pre-School aims to prepare the child ready for school by working towards the Pre-School’s Curriculum Goals:

1. Settle in and become a confident learner
2. To be emotionally secure
3. To make a model at Forest School
4. To be able to create and manoeuvre around your own obstacle course
5. To create your own dance to a piece of music
6. To make up your own stories
7. To write the first two letters of your name
8. To follow a recipe to make a bread roll
9. To know how to keep your teeth healthy

***Transfer of development records for a child moving to another early years setting or school***

* The key person uses Tapestry to prepare a summary of the child in the three prime areas and four specific areas and the characteristic of the child’s learning.
* This record refers to any additional language spoken by the child and his or her progress in both languages.
* The record also refers to any additional needs that have been identified or addressed by the setting.
* The record also refers to any special needs or disability, and whether there is a Statement of Special Educational Needs and gives the name of the lead professional.
* The record contains a summary by the key person and a summary of the parent’s view of the child.

***Transfer of confidential information***

* The receiving school or setting will need to have a record of concerns that were raised in the setting and what was done about them.
* The record also shows whether a safeguarding referral has been made to the Central Bedfordshire Access and Referral Hub.
* A summary of the concerns will be made to send to the receiving setting or school along with the date of the last professional meeting or case conference.
* Where a safeguarding referral has been raised in respect of any welfare concerns the name and contact details of the lead professional will be passed on to the receiving setting or school.
* Where there has been a s47 investigation regarding a child protection concern the name and contact details of the child’s social worker will be passed on to the receiving setting or school – regardless of the outcome of the investigation.
* This information is taken to the school or setting, addressed to the setting or school’s designated person for child protection and marked confidential. Receipt is acknowledged by a signature.

**Legal framework:**

* Human Rights Act 1998
* Data Protection Act 2018
* UK General Data Protection Regulation
* Freedom of Information Act 2000
* Children Act 1989
* Children and families Act 2014

**Further guidance**

* Working together to Safeguard Children (HMG 2013)
* Information Sharing: Guidance for Practitioners and Managers (DCSF 2008)

**Relevant Ladybird policies:**

* 1.2 Safeguarding Children and Child Protection
* 10.6 Data Protection and Confidentiality

| **This policy was reviewed by** | Amanda Sanders – Pre-School Manager  Rebecca McGough – Chair |
| --- | --- |
| **Date of review** | June 2022 |
| **Date for next review** | June 2023 |
| **Chair’s signature** |  |