



### 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. Sit and listen to a story and be able to predict what happens next.
  2. Talk about and express their feelings, using words like 'happy' 'sad' 'scared'



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3. Be able to get themselves changed into dressing up items or own coat, doing up buttons, poppers or a zip
4. Begin to show a dominant hand and have increased control when holding one-handed tool. Use this to create distinguished pictures and letters.
5. Writing some or all their name accurately
6. Introducing shapes, recognising shapes in the environment. Moving from 2D to 3D shapes.
7. Show an understanding of oral hygiene and how to brush teeth.
8. Use a simple computer programme.
9. Gather resources, develop an idea and create something by joining different materials together.

### ***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.



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### ***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)



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### Relevant Ladybird policies:

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

<b>This policy was reviewed by</b>	Amanda Sanders - Pre-School Manager Victoria Grimes - Admin Manager Rebecca McGough - Chair
<b>Date of review</b>	13 <sup>th</sup> January 2024
<b>Date for next review</b>	13 <sup>th</sup> January 2025
<b>Chair's signature</b>	