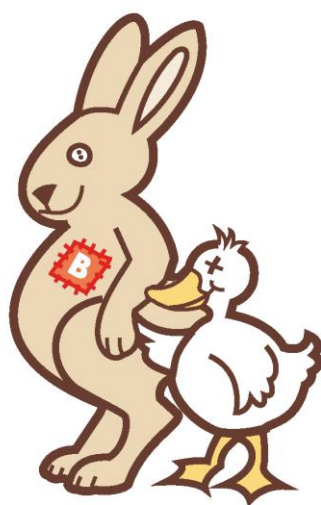


Transition Policy



**BALLYMONEY NURSERY
SCHOOL**

RATIONALE

"Effective transitions can provide opportunities to help children develop self-worth, confidence and the capacity to be resilient in the process of dealing with change"
(Pre-Birth to Three, 2010)

"The way in which the first transitions are handled could potentially have a significant impact on the child's capacity to cope with change in the short and long term"
(Dunlop and Fabian (2007). Building the Ambition, 2015)

"To ensure a smooth transition for the child, the pre-school should engage with parents/guardians/ carers and other care and education providers and professionals supporting the child"
(Curricular Guidance for Pre-School Education, 2017)

This policy was collated in consultation with staff, parents, Governors and, where appropriate, the children so that our parents and their children are helped towards a smooth transition to the next stage of their education.

Policy Statement

Ballymoney Nursery School is committed to supporting a successful transition for children as they move from home/playgroup/child care settings to nursery school and from nursery school to the primary schools who enrol our nursery children. Where possible, we will maintain contact with these primary schools during the year and increase this contact during the summer term in order that transition will be a time our children look forward to, and are prepared for.

OBJECTIVES

- Home to Early Years Centre
 - a. to create a welcoming ethos for children, parents/carers and other professionals involved with the family
 - b. to share relevant information
 - c. to familiarise child and parent/carer with staff and the centre
- Daily Transitions
 - a. to provide simple manageable age/ stage appropriate routines
 - b. to use clear procedures in preparation of change
 - c. to introduce simple changes to routine and the environment

- Nursery to Primary School
 - a. to plan appropriate transition programmes with receiving schools
 - b. to share information with parent and receiving school
 - c. to implement the transition programmes
 - d. to provide emotional support as required for children and parents/carers

Transition Procedures

Transition from home/playgroup/child care settings to Nursery School

- Parent(s)/guardians and their child/children are encouraged to call at the Nursery School to collect an application form and prospectus and are informed of arrangements for Open Day.
- An Induction Evening late May/early June for parents is arranged where the principal discusses with parents important issues relating to school policies and procedures e.g. intake procedure, preparing child for nursery school, health issues such as childhood illnesses, healthy snacks. Parents are given a "Parents Handbook" with details and information about the school.
- An Induction Day is arranged for the following day when parents and children are welcomed to the nursery school to meet the nursery staff, interact with their peers and explore the nursery environment. Children are given a special photographic booklet all about their new school which focuses on the staff, the learning environment and resources, the self-care facilities and daily routines.
- Parents are asked to discuss and complete an "All About Me" booklet with their children in advance of bringing their child for the induction meetings. This enables the teaching and support staff to find out more about each child and his/her interests and will be used in planning resources for the child's first few days at school.
- Settling in is phased and adapted according to the individual. Parents, if they wish, are invited to stay for a short period with their child on the first day and on subsequent days as necessary in consultation with the class teacher.
- Parents should be informed about any additional arrangements that need to be put in place to help their child settle in
- An "Individual Settling In" record sheet is completed for each child by the class teacher with input from the support staff one week after their starting date.
- Parents are asked for feedback via a questionnaire after their children have begun school so we can evaluate how successful their transitions were, and how we can improve for the future.
- Based on classroom observations together with the "All About Me" booklet, a base line record/action plan is completed within the first few weeks of starting Nursery School. This information is shared with parents at individual

consultations mid-October. It will also highlight the need for any early intervention.

Daily Transitions

- Small transitions within the session will be addressed in a manner appropriate to each individual child. Staff will use appropriate strategies with the child and support them to become familiar with new settings, situations and expectations.

Transition from Nursery School to Primary School

- During the nursery year some Primary 1 teachers visit the Nursery School to share stories. Where possible the nursery children visit some of the local primary schools to attend Dress Rehearsals.
- During May and June teachers and assistants begin to talk informally with the children about going to Year 1. Through the use of stories, small group/class discussion and possible visits by primary one teachers the children are introduced to the idea of transferring to primary school. Opportunities to act out scenarios, e.g. through small group discussions/role play in the classroom, are planned for and support is provided. (Props such as School uniforms, lunch boxes, school bags, pencil cases, photographs of P1 teachers etc. are provided).
- We actively encourage parents to attend the induction meetings at the chosen primary school with their child.
- Pre-school transition record forms are filled in, shared with parents and forwarded to the relevant primary school.

REVIEW

This policy will be reviewed/ revised bi-annually or as required in the light of new National/Local initiatives or change in practice.

Signed:

Chairperson Board of Governors

Signed:

Principal

Date: 22nd October 2019