



**SOP/05/2024/EY/transition References:**

Annex A – SOP\_05\_2024\_EY\_MOD transition and settling procedure birth to 5 template

### 1. Introduction

This SOP outlines the regulations for transitions and settling in processes from Birth to reception for DCS Settings

### 2. Context

- The purpose of the standing operating procedure for transitions and settling in is to ensure a smooth and supportive start for all early year's children from birth to Year 5. This includes helping them adjust to a new setting, class, or location, and supporting both the child and their family.
- To achieve this the Early Years Setting must:
- Work closely with parents/ carers in partnership to meet the needs of each child and support families with any difficulties that might arise
- To ensure home visit and settling in sessions are arranged and completed in a supportive manner.
- To support children in the move from home, or previous location into their new environment feeling safe and secure.
- To help children begin to make good relationships with his/her Key Practitioner and other staff
- To help children feel secure and confident in setting/ class or new location. To start a positive journey into education and a love of learning.

### 3. Scope

- This SOP will take effect from 14<sup>th</sup> October 2024 for all DCS EY locations, DCS EY Personnel and Contractors

### 4. Transition within the early years .

- Transition is a well thought through process, that needs a careful mindful professional to support. High-quality transitions acknowledge the importance of feeling "known". Some children are especially vulnerable during transitions. They provide opportunities for professional discussions. The key person establishes vital connections. Transition encompasses moving from the Early Years Setting to any educational (and non-educational Setting) within DCS and outside of DCS locations. It is important to remember that some children may not transition back to an educational establishment because they are not statutory school age. High-quality early years experiences ensure continuity between home, key people, and different settings, supporting children through various transitions they may face. Sensitively managing transitions in the early years sets a positive foundation for future changes in children's lives. Vulnerable children need extra support during transitions to help them adjust and prioritise their emotional well-being.

### 5. Helping children to settle in

- The key person plays a crucial role in forming important connections. A warm welcome from caring staff helps children adjust to new environments This person links the child's home life to the new setting, offering comfort and building strong relationships with families. Feedback from both parents about upcoming changes is valuable. Parents provide a unique insight that benefits understanding the child in the setting. Effective transition is a gradual planned process where practitioners help children and families become familiar with the new environment and relationships before any move happens. Expectations are formed over time based on what families say and do, so practitioners need to work closely with everyone involved to make transitions smooth. By visiting children in familiar environments and involving parents, practitioners can ensure a positive transition tailored to each child. Some children will confidently transition into the classroom upon arrival, while others

# STANDARD OPERATING PROCEDURES

may feel nervous and anxious about parting from their parent or Key Person. Most children will fall somewhere in between these extremes. The Key Practitioner's role is to facilitate a smooth transition for both children and parents by communicating pertinent information about the child.

## 6. Early Years settling-in/Transition procedures supporting transitions in and out of Early Years.

### Transitions into Early Years:

- Before commencing in the early years setting, all children will receive a home visit. Ideally, this visit will be conducted by the child's designated key person and room leader. (See separate Home Visit SOP)
- Settling-in sessions will be arranged for each child at no extra cost. These sessions aim to help the child transition into their new environment. They also support parents in understanding our approach, pedagogy, and environment. This includes meeting the full team, seeing the facilities, and getting familiar with routines, such as self-registration for example and what to bring to each session. Important information about the upcoming year will also be shared during these sessions. Key persons will work closely with each child during the settling-in sessions to ensure a comprehensive understanding of their needs, requirements, and routines.
- On the child's first day, it is crucial that they feel a strong sense of belonging. Examples of this could be having pictures on their pegs, ensuring their name is ready for registration, and implementing self-registration. It is important for the child to feel included and part of the setting right from the start.
- It is essential that parents are invited to join the Family app for their settling-in sessions to gain a clear understanding of the online communication tool is used. The school/setting calendar is shared with parents so that families are aware of important dates, including closure dates, bank holidays, and any inset days.
- Consistent and clear communication should be maintained between the key person and parents before, during, and after the transition period. This should involve providing detailed daily handovers. Information about the child's initial days at the setting should be clearly conveyed, accompanied by a photograph of their first day, to ensure a successful start.
- It is crucial to gather details about allergies, intolerances, dietary requirements, and any medical needs during the initial settling-in sessions or even earlier. This information helps in creating a care plan or sharing it with the support and teaching teams to ensure that individual needs and preferences are understood and met effectively.
- Around 6 weeks after a child starts, it is important to establish a baseline to track their development progress. Next steps for their development should be planned and implemented, with information shared with colleagues, practitioners, and parents. Parents are actively involved in this process to support the child's progress.
- If any gaps or delays in development are identified at this point, it is crucial that the Key Practitioner collaborates closely with the parents and the SENCO from the setting to create a universal or individual education plan. This plan will be supportive in addressing and closing that gap in progression or development.
- A parent meeting should be scheduled this term to provide important updates on the child's transition into the setting, their development progress, and what to expect in upcoming transitions and next steps for the child.

### Early Years- to Reception class - The term before the child starts at school:

- Once a child is due to move from an Early Years Setting to school the school will contact the Early Years setting at least a term in advance.
- With agreement from parents an appointment will be made for the FS Leader, teacher and Key Person (and SENDCos if necessary if there is an additional needs plan in place) During these meetings the Learning Journey and assessment information will be shared.
- The Key Practitioner from FS1 will be invited to spend time with the child in the Early Years Setting prior to the child starting in FS1 or FS2.

# STANDARD OPERATING PROCEDURES

- Children and parents who are joining FS1 and/or FS2 will be given the opportunity to spend time in their new school with organized Stay and Play Days and parents will be invited to relevant FS1 and FS2 Workshops.
- Parents can view the school by making an appointment via the school office or at school open days
- Parents will receive a prospectus about the Foundation Stage at each MOD School containing information on policies and practices
- Where possible Early Years settings are invited to provide a transition record or report on the child
- During the term before the children start school, parents and children are invited to attend the school for Stay and Play sessions
- Children are able to explore the class environment and resources and meet their peers
- Parents and children are able to meet the Class Teacher/ Room Leader and ask any questions about setting/school
- Parents are given admission paperwork to complete prior to their child starting school
- A Home Visit will be arranged before the start of term or at the beginning of term before the child starts school.
- Parents are given confirmation of their child's start date at school; for parents of Reception age children this will also detail hours in school for the first week (as these are likely to be different to usual hours).
- Children will be allocated a Key Person. Parents will be informed who their child's Key Person is before the child starts school
- Any physical information (not on the Family App) the child's assessment information and Learning Journey will go up to the school where this will be given back to parents during the first half term.
- Within a DCS location for any children leaving the setting (and not returning to WAC for example) My Concern records will be passed to the child's receiving school prior to the child starting. For all other non-DCS locations My Concern records will be transferred to the school within 5 days of the child being in their new school.

## **Early Years- in setting move: Moving up a class to the next room:**

- Transitions between Early Years classes are just as important as the transition into the setting. It is crucial for the key person to support the child's move to the next class by sharing relevant information on their progress, needs, wants, and interests, as well as any food intolerances/allergies etc.
- The key person should assist in the transition to the new classroom, just like the parent or carer did during the initial settling-in sessions. Connecting with previous key persons can reassure children and maintain continuity.
- It is vital to share all necessary information with parents, including transition dates, key contacts, and details about the new environment. It is a good idea to arrange for parents to visit the new classroom and meet the key person.
- Similarly, to the initial settling-in sessions, it is important to keep parents informed about the transition process and any changes in the new classroom layout, such as self-registration procedures or peg locations for example.
- Throughout the term, it is critical to invite parents to a key person meeting where they can discuss the transition, their child's progress, and how they can support their child at home.
- Recording information on a transition form from one class to another can help the new key person refer back to key details as needed.

## **Early Years- To another location**

Due to Early Years children not at statutory school age, the transition to a new destination needs careful planning and monitoring. This is because some children may not move to another educational establishment. At any age and stage, a child may move to a new destination, which could be the United Kingdom or another overseas location. The Early Years setting will provide support during each stage of the transition out of the setting and ensure records are transferred in a timely manner in line with statutory policies and guidance.

- Record the child's end date at the current location along with their new location, along with details of where the family is moving to. (data-capture form and on Family App)

## STANDARD OPERATING PROCEDURES

- Obtain information about the new school or setting/childminder.
- Stay in contact with the family regularly if they don't have details of the new school/setting yet, to prevent the child from being considered lost in education.
- Once information about the new school and consent is received, share details about the child's progress with the new school or setting. If there is SENDCo and Safeguarding leads involvement they are to share information in a timely manner.
- As good practice, arrange a phone or virtual call with the next school or setting to discuss how they can support the child.
- If details about the new school are known before the child leaves, have the key person or room leader contact the new setting requesting pictures of the new setting and practitioners/teachers to create a social story to aid the transition.
- Offer the option for a virtual call to introduce the child to the new teacher/practitioner and, where the opportunity allows, the child could show the new practitioner their current class.
- Once the child has left, ensure that all records and observations are handed over to the family and archive any stored information as required.
- The details of each departing child should be recorded in the attached annex.
- Delete or archive any unnecessary data related to the child as per DCS Directive. Offer parents the opportunity to contact the setting following the transition for further information, guidance, or support.
- The DCS EWO is available to support the setting and/or the family during and after any of the transition process.
- The DCS OEST team is available to support military families with their move during any part of the transition process.