

TRANSITIONS POLICY

Rationale

Transitions are a time or process of change and it is natural that change almost always brings uncertainty. In an Early Learning and Childcare (ELCC) setting there are several transitions we expect a child to manage, initially from home to the setting, from playroom to playroom, from person to person. It can be a frequent time of change. Transitions can also be exciting and challenging but it is still essential that these are handled sensitively, inclusively and positively. <https://education.gov.scot/education-scotland/news-and-events/support-for-transitions-in-early-childhood/>

Realising the Ambition- Being Me: 2020, p.89 Defining transition. 'Transition is considered to be an adjustment over time to new contexts outside the family, where babies and children experience changes to their social environment, to their routine to what is expected of them and to the relationships they have with others.' <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

This guidance will help providers and staff to take into account the relevant [Health and Social Care Standards](#):

4.5 If possible, I can visit services and meet the people who would provide my care and support before deciding if it is right for me.

4.13 I have enough time and support to plan any move to a new service.

4.15 I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation.

4.16 I am supported and cared for by people I know so that I experience consistency and continuity.

4.17 If I am supported and cared for by a team or more than one organisation, this is well coordinated so that I experience consistency and continuity.

This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

2.6 Transitions

This policy will be monitored by / through: SEEMIS information, staff, parent and partner centres and professional consultation. Changes in Local Authority and National guidance and directives.

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| This policy will be reviewed in: | 12 months |
| Review Date: | August 2023 |
| Reviewed By: | Management |

| AIMS | OUTCOMES | IMPLEMENTATION |
|---|---|---|
| <ul style="list-style-type: none"> • Planning is in place to ensure children and families are sensitively and effectively supported during periods of transition – Parents can expect to stay and help settle their child into their new environment within a culture which consistently values their contribution as the child's first educator (whilst adhering to COVID guidance). (Realising the Ambition: p93) • To build relationships with children and families to ensure that essential information is communicated prior to the child attending the setting • To involve families sensitively in the transition process. • To share information with children, parents and staff to ensure continuity of learning and care. • To remember all children are unique and we will ensure their individual needs are effectively met. • Our aims of a positive transition: Child-Centred approach, excellent communication, collaboration, consistency and respect culture. (Realising the Ambition 2020: p96) | <ul style="list-style-type: none"> • Children feel safe and secure during periods of transition • Information provided by the child, family and previous centres are used to plan appropriately to ensure children's needs are effectively met. • Parents/carers feel confident and comfortable about supporting their child throughout the transition process • Families have built a trusting, reciprocal relationship with staff which supports them during the period of transition • Prior learning and development needs are being used to inform planning • Information about children's progress is shared amongst relevant professionals, children and parents • Effective liaison with families and relevant professionals takes place prior to the child attending the setting. • Staff work with children to build resilience to support change and are sensitive to the number of transitions in children's lives. | <ul style="list-style-type: none"> • Each child and family receive an initial transition meeting • The staff and families work closely together to discuss and complete the My World format. This should be reviewed and dated once a term. Information included in the My World format is used to inform planning in order to best meet the needs and interests of the children • Information about transition arrangements and procedures is shared with parents, e.g. who the staff team are and which key-worker has been allocated to them • Key-workers prioritise time to build relationships with children and families • Regular meetings and communication are used to keep parents fully informed about their child's progress and how they can be meaningfully involved • Regular meetings and communication with relevant professionals are used to ensure continuity of learning and care • Time is prioritised for staff and other professionals to meet to discuss children's progress and share records during transition from home to ELCC, a change in ELCC and then ELCC to Primary 1 • Staff should consider the range of transitions within the child's day and work effectively with parents/carers to support their needs. • Staff review transitions affecting children regularly and use a range of strategies to support the children • Follow guidance in Health and Social Care Standards 2017 (Standards 4.5, 4.13, 4.15, 4.16, and 4.17) Health & Social Care Standards • How Good is Our Early Learning and Childcare Quality Indicators – 2.6 |