York Road Nursery School

Transitions Policy 2025-27

Statutory/Good Practice	Good Practice
Based on Model Policy from	York Road Nursery School
Review Frequency	Bi-annually
Approval by	Head Teacher or can delegate
Ratified by	
Revision Due	February 2027

2 December 2025

At York Road Nursery and Pre-School hereafter referred to as York Road Nursery School, we recognise that transferring from one setting to another, for any child is exciting, but it can also be a challenging experience. It is our role to work with parents/carers, childminders, pre-schools and daycare settings, as well as feeder schools, to prepare and support each individual child as they make the transition from home to nursery or setting to setting. In support of this we work within the Hertfordshire initiative - Supporting Smooth Transitions to achieve the best possible outcomes for the children transitioning into and out of York Road Nursery School.

Definition

In this policy 'transition' describes the movement that takes place from one familiar setting (including the home) to another. It is defined as the process where policy and practice has been adapted to support children in settling into their new learning environment in preparation for future learning and development.

Aims and Objectives

Children will experience many transitions in their early years and York Road Nursery School is sensitive to the challenge's children may have whilst going through these.
Some examples of transitions that young children may experience are:

- Starting nursery, pre-school, daycare or moving to school.
- Changes in home environment such as family breakdowns, new siblings, moving home, death of a family member or a pet.
- Additional or medical needs that require careful consideration and may involve support from outside agencies.

We want our children to experience a smooth educational and emotional transition from one stage to the next. In order to achieve this, we will:

- Promote the smooth transition of all children regardless of their background or circumstance.
- Try our absolute best to prevent and alleviate stress.
- Promote the continuity of teaching and learning between all phases.

Policy Principles

- To ensure the needs of the child are at the heart of the transition process.
- Effective transition takes time so is seen as a process rather than an event.
- Transition is about the nursery being ready for the child.
- To prepare children for the next stage in their education.
- Children should enjoy the transition process, whilst being motivated and challenged.
- Consideration is given to individual children that may take longer to settle.
- To work with local childminders, pre-schools, daycare settings, schools, York Road Pre-School, Yorkies Daycare and other groups to ensure the children understand and know, as much as possible, about the change they are about to make.
- To support parents in their understanding of their child's next phase of education and how best to support their child.

- To develop a mutual respect, trust and understanding of each other's professional judgement.
- To work with local childminders, pre-schools, daycare settings and schools, to share data, and information, in order to ensure disruption to the children's learning is minimised.
- Discussions and collection of information will focus on the whole child and not just child development or academic achievement eg routines, interests, family circumstance, relevant medical information, additional needs.
- Other relevant information will be shared on a 'need to know' basis eg social care issues, special educations needs and/or disabilities (SEND), looked after child etc. (all compliant with Data Protection Act).
- Relevant medical information, alongside any additional needs will be clearly indicated, in addition to other relevant information eg social and emotional concerns, special educational needs and/or disabilities. Where appropriate staff will be trained to meet these needs.
- Collection of information prior to the children starting at York Road Nursery School will be in cooperation and partnership with parents.
- Working with other professionals.

How we support children's transition into York Road Nursery School?

Our transition processes are planned in advance and include a range of opportunities for children and their families to communicate with staff and visit the school. As part of this process we:

- Hold at least one open day each year, which provides opportunities for parents, children, and the wider community to visit.
- Offer all families who have a child/children about to start York Road Nursery School a home visit by the child's key worker along with settling-in sessions which are personalised to each family and their needs or circumstances.
- Make available either through the School website, email or paper copies, a welcome photo booklet for children and parents to familiarise themselves with the nursery. Books for those children with additional needs to also include photos of key staff.
- Available on the school website a dedicated section for transitions to York Road Nursery with videos, booklets and leaflets to help support children and parents with the transition to nursery.
- Ensure each child has a Key Teacher, who will get to know them and their family, and support their individual needs.
- Teaching Assistants together with Key Teachers, and Yorkies staff will support the children to settle, learn routines, find their belongings, and help if they need support with toileting and hygiene and meal times.
- Yorkies Daycare work a key worker system and children are settled into their Yorkie room at 11.45 by their morning key teacher and joined by their Yorkie key worker to ensure a smooth transition from school to Yorkies.
- Offer parents the option of staying with their child in nursery, until they feel happy that their child is able to cope alone.

- Look at a range of strategies to help children who require more emotional support to settle into nursery.
- Personalised transition books and extra supported visits are arranged for children with additional needs.
- Obtain transition records from previous settings.
- Plan opportunities for staff to attend appropriate professional development to support the transition process and the identified needs of the new cohort.
- For children with additional needs, where necessary, plan meeting(s) with parents, Senco, Professionals, Head Teacher, Key Teacher and/or Learning Support member of staff prior to child starting Nursery/Pre-School. These can be face to face or virtual meetings.
- Arrange for parents and children to visit York Road Nursery on Hertfordshire Schools Transition Day to meet the staff and have professional dialogue. The child's voice is used alongside professional judgement to support the gathering of information for every child.
- Welcome meeting(s) for families will be hosted at the school or sometimes virtually where key information, ethos and the school expectations will be shared.
- Signpost families to local community events or resources that can be used to support children's learning at home.
- Extra transition sessions in the summer term for children with additional needs to visit the school and experience the environment with their parent/carer.

How we support children's transition to Reception?

- Support parents in the process of applying for a school place.
- Support parents on how to support their child moving on to Reception.
- A dedicated section on the website, Transition from York Road to Primary School, with documents to help parents/guardians/carers support their children through the transitions process.
- Complete transition records and share relevant data and information with new school.
- Reception teachers are invited to visit York Road Nursery School to meet the children during their sessions at nursery.
- York Road Nursery School takes part in the Hertfordshire Schools Transfer day.
- We liaise with feeder schools by having professional discussions with teachers to ensure information is passed on that will be meaningful to the children's future. We also pass on 'Pupil Passports' with more detailed information for children with additional needs.
- Personalised meetings arranged with parents/carers, Reception Teacher, Senco for children with additional needs. These are either face to face or over zoom.
- We have created transition boxes containing uniform, photograph albums, book bags and stories etc. These form part of the preparation in the term prior to transfer for the 'school group'.
- Children are put into 'school groups' and get together in 'story groups' to look at uniforms, photos, share story books about starting school as well as having the opportunity to talk about their own knowledge and experiences of school. They also become familiar with the other children going to their new school.

- Photo boards are situated in a prominent area in the school – children are grouped by school and can see at a glance who is going to their school, allowing for familiarisation of faces.
- Extra supported visits are arranged for children with additional needs.
- Key Teachers write a summary on each child 'All About Me' reflecting on the child's journey at nursery, their biggest achievements and something to be working on. This goes to parents at the end of the year with a copy to the feeder school.

How do we support a child moving to a different early years setting?

- Liaise with the new setting by having professional discussions with key staff to ensure information is passed on that will be meaningful to the children's future. We also pass on 'Pupil Passports' with more detailed information for children with additional needs.

Equal Opportunities

All children will be treated as individuals, and will have full access to our transition opportunities, regardless of their gender, ability, disability, race, or cultural background.