



Lavenham Pre-School  
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## Transition to School and Early Years Settings Policy and Procedures

Lavenham Pre – School recognises that transition is an important process for all children and their families. We consult with parents/carers and children before and during the transition process.

We take the lead from the children and understand how important it is to listen to their thoughts, worries, fears and excitement about moving on. We make time to communicate with children during our circle times, at quiet moments and through general conversations.

We are a small group and do not have separate areas for the different age groups within the setting. All children and staff work together and it is our aim to ensure children's key persons remain with them until they are ready to move onto school or leave the setting.

On joining our Pre-school, and before beginning the transition process, parents/carers are asked for their permission for Lavenham Pre-school to share information about their children's progress with other settings. Please refer to the 'Child Registration' form.

To support the smooth transition for children and their parents/carers to a new setting/school, we follow the below procedures:

### Children moving on to a Primary School or new Early Years setting:

- Refer to each child's 'Child Registration' form ensuring permission is given to share information with other settings.
- Discuss the transition process with parents/carers and the child. Listen to their opinions, concerns and thoughts.
- We invite and welcome teachers/ EY practitioners to meet the children during a session. This enables Pre-school and teachers/EY practitioners to share information.
- We transfer children's Tapestry learning journeys if their EY setting also uses this system.

### Transitions to Primary School

- We invite the reception teacher to visit our setting.
- For children who will be transitioning to a different local school we will also try to arrange visits and invite the reception class teacher to visit the child in our setting.
- If children do not attend lunch club, parents/carers of school leavers are encouraged to access the 'Lunch Club' in the summer term. We believe this can support the children in a possibly 'new' social situation and supports independence for example being responsible for their lunch box/opening packets.

- We have photographs of the schools and classrooms that are children will be moving to and have their new schools uniform in our dressing-up area.
- We transfer children’s Tapestry learning journeys if their feeder school also uses this system.

The procedures above should not be viewed as exhausted, as we understand that every child and family are individual and the process of transition is different for all.

This policy was adopted by	_____	<i>(name of provider)</i>
On	_____	<i>(date)</i>
Date to be reviewed	_____	<i>(date)</i>
Signed on behalf of the provider	_____	
Name of signatory	_____	
Role of signatory (e.g. chair, director or owner)	_____	