

## Key Person and Transitions Policy

### EYFS themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.4 Health and Well-being	2.2 Parents as partners 2.3 Supporting Learning 2.4 Key person	3.1 Observation, Planning and assessment 3.2 Supporting every child 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and Critical thinking 4.4 Personal, social and emotional development

### Policy statement

- We believe that all our children and their families deserve support at points of transition.
- We recognise that periods of transition include major changes such as first entry to our setting and the move to a new setting or into school. We also know that children need support to change key person and also with day to day transitions such as being welcomed into our setting each morning and helped to share their experiences with parents when it is time to go home.
- We know that we have a statutory duty within the EYFS to provide each child with a key person who should help them to become familiar with our setting and to feel confident and safe within it, developing a genuine bond with the child and family and offering a settled, close relationship.
- We also have a statutory responsibility to share relevant information about a child with parents and other settings that they may attend.
- We recognise that more vulnerable children and families may need additional support at points of transition.

### Keyperson/ Keyworker system

We operate a keyperson system at First Steps Pre-school and children are given a keyperson either initially or after settling in and getting to know the staff. This is a specific adult who has responsibility for the child's well being at pre-school. They will be the first point of contact for parents and will keep, maintain and share information about the child. Any parental concerns can be discussed with the keyperson. Parents/carers receive a letter stating who their child's keyperson is. We try to put siblings with the same keyworker for continuity for families.

The pre-school keeps and maintains records relating to their child's learning while they are at pre-school. These are shared with parents, other settings the child might attend. Information is shared with onward schools via a Transitional Report (using a County Council template). We welcome input and feedback from home to add to these records.

### Method

In the event that a member of staff leaves the setting, the following procedures would be used;

We aim to make the process as smooth as possible using information sharing, observations of which members of staff the child gravitates towards and consultation with parents/carers.

In the event of a keyperson being absent from the pre-school for a period of time, another member of the staff team will act as a secondary keyperson and parents would be informed.

We aim to share information with other settings through the use of the Learning Journals. Staff share information about each other's keychildren via observations or notes.

We aim to monitor the success of transitions eg between keyworker.

## **Transitions Procedures**

We have a person who has responsibility for co-ordinating our transition policy. That person is:  
Andrea Jolly.

This transition policy is closely linked to our Key Person System, our Settling-in Policy and our Inclusion Policy.

At point of entry to our setting:

- We have a written welcome procedure, which includes the collection of essential information through registration forms as well as information from the parent about the child's needs, likes and development ('Getting to Know Me')
- We require parents to visit with their child as part of the settling in process. Please see our Settling-in Policy.
- Our Parent Brochures are designed to be an effective welcome document. The long version includes photographs of our staff members, our enabling environment, and aims to answer parents frequently asked questions. The short version offers the relevant key information; both versions provide links to relevant policies. They are easy to read and can be translated for EAL families.
- We offer all our families a home visit prior to entry. AND/OR We invite parents, carers and children to meet with their key person in a relaxed atmosphere before the child starts at our setting. The keyworker or supervisor fills in an induction checklist.
- We make 'Getting to Know Me' booklets to encourage parents to give us a range of information about their child's development, needs, routines, likes and dislikes.
- We display information for parents about what happens in our setting. These include labelled photographs of children at play.
- We invite parents to supply photographs of their child and family to display in the setting, or into the children's journals. This helps the child to keep home in mind and shows families that we value them.
- We are happy for children to bring a favourite toy, comfort item or other transitional object with them from home.
- Parents and children have the opportunity to spend time getting to know their key person.
- The environment in our setting reflects the needs and interests of each child.
- The key person is aware of the likely emotional needs of the child.
- The key person has knowledge about the child's home routine and matches this, if possible, with the child's routine in the setting.
- We collect information at point of entry about any other professionals who are involved with the child and family.

- We ask for parental permission to work with other professionals, including our Children's Centre, before entry to ensure that the setting is ready to meet the child's physical, emotional, social and learning needs.
- We have a procedure for sharing information about a child who attends more than one setting. We give parents information about why this is important and (a named person) has responsibility for liaison with the other setting/carer.
- The setting manager monitors the effectiveness of communication between parents, child, and different settings where a child attends more than one setting on a regular basis.
- The key person is usually responsible for telling the parent or carer about events in the day that have been important for the child.
- We use observation and assessment to plan for each child's learning and development. All those involved with the child share this information.
- Learning Stories show a child's interests, learning, development and progress through written observations and photos.
- We make our Learning Stories easily available for parents at our 6 weekly Next Steps consultations to look through or to borrow or at any time on request to take home to share with other family members.
- We encourage parents and children to look at and to add information to the Learning Story through 'Wow' moments and Next Steps Parental Consultation questions and Journals.
- We deploy staff to allow key people to be available at hand-over times to talk to parents.
- We make photo diaries of activities and events to show parents what happens in our setting.
- We use home/ setting contact books to help us to communicate day to day events with parents.
- We organise displays, open sessions/ curriculum days and workshops to help parents to understand how young children learn and develop. We also use these sessions to help parents to enhance learning opportunities at home.
- We promote communication with families by using a variety of methods, for example, newsletters, open sessions, meetings, parents' boards, informal conversations, dad's days, fun days and outings.
- We work with parents as equal partners with, for example, IEPs (Individual Education Plan) and FSS (Family Support Service). We ask for permission before sharing information with other professionals.

At transition to a new setting, or transition into school:

- We talk to parents and children about the application for a place in the setting/school.
- We ask parents for permission to contact the new setting to share information about the child's needs and interests.
- Where possible we invite a practitioner from the new setting to visit the child in our setting prior to the move.
- We ask parents to tell us about the school place that has been given to their child. We invite school staff to visit their 'new' children in our setting and we talk to key practitioners about individual children's needs.
- We complete a copy of the Norfolk County Council Record at Transfer from Pre-school to School for each child in the half term prior to school entry. This is completed with the child's parents and sent to school before the end of the term in which the child starts school.

- We work with our local schools to make simple books or displays about school for our book area.
- We help our children to explore positive ideas about school by introducing 'school' role-play materials during the summer term.

We offer the following additional support for more vulnerable children and families.

- Our inclusion policy identifies the procedures for transition for children with additional needs.
- We ask for parental permission to contact other professionals before entry to ensure that we are ready to meet the child's physical, emotional, social and learning needs.
- We collect information at point of entry from any other professionals who are involved with the child and family.
- We welcome professionals who support individual children to work in our setting where appropriate.
- We make referrals to our Children's Centre where appropriate and signpost families to services provided.
- We work with parents as equal partners with, for example, IEPs and FSS plan or support plans.
- We offer families the opportunity to attend a transition meeting at points of entry. (Home to pre-school, pre-school to school). There may be occasions where the Children's Centre takes the lead on transition meetings for a child. At these times we work closely with these colleagues.
- We make an application for additional funding if we believe a child has a sufficient level of identified need.
- When needed, we contact and work with an appropriate Outreach Key Person for vulnerable groups, including, English as an Additional Language (EAL), Portage, Gypsy, Roma, and Traveller (GRT). This includes family support from Children's Centres prior and during entry to our setting or on transfer to school.
- We have a flexible approach with those children who are highly mobile, for example GRT, Forces and Migrant Families.
- Looked After Children in our setting have a Personal Education Plan (PEP).
- Each child in our setting with complex medical needs has a Care Plan, which is shared with all those who have contact with the child.
- We assess and modify our environment to ensure that it meets the needs of the child.

## **Transition to School Process**

### **Autumn term**

Parents informed of transition to school process via a letter sent in September (link to Norfolk County Council given).

County Council forms for admissions to primary schools. Deadline – December

### **Spring term**

Easter - County Council informs parents/ carers as to which school their child has been accepted at.

## Summer term

Visits from feeder school reception teacher (usually Ashill VCP but others arranged if needed).

Transitional reports are sent out to parents/ carers (summer term 2)

Transitional meeting with parents

Local schools set dates for new children to visit their onward school. If appropriate, pre-school staff to accompany children on one of the visits.

Keypersons or individual support workers for children identified as having a specific learning or physical requirement or have English as a second language are required to attend any extra meetings needed to support the child's transition if required.

### Others

We aim to attend events at the school and/or to let parents know about events at the primary school and invite the reception teacher to events at pre-school.

School role play materials and photos about school are used (throughout the year but focus in summer term).

Primary school liaison (Andrea Jolly) is responsible for organising visiting dates and information sharing (the supervisor remains responsible for information about individual children).

Parent survey/transitional meetings are a forum for any comments regarding transition to school.

## Autumn term after the children have started school

Andrea visits reception class if appropriate.

This policy was adopted at a meeting of \_\_\_\_\_ (setting name)

Held on \_\_\_\_\_ (date)

Review date \_\_\_\_\_

Signed \_\_\_\_\_

\_\_\_\_\_