

Transition Policy for Early Learning and Childcare

'Transitions are 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 routines, to what is expected of them and to relationships they have with others in new situations' (Realising the Ambition). These transitions will include vertical transitions such as from home to an ELC setting or from the ELC setting into primary school. Also, horizontal and multiple transitions happen throughout the day from inside to outside, from person to person. Transitions can be exciting and challenging and it is essential that these are handled sensitively, inclusively and positively.

Our ELC aims:

- To meet the needs of the children and families at times of transition
- To work in partnership with families to ensure transitions are effective and successful
- To gather written information about each child provided by children and their families
- To ensure children and families receive useful information about the setting
- To share the settling in policy with families
- To provide opportunities for staff and families to meet and discuss progress or concerns
- To share children's profiles and relevant support documents where appropriate with families and the next receiving setting
- To work in partnership with other professionals who may be involved. Children with additional support needs may need enhanced transition arrangements, as part of the Highland Practice Model and Child Planning process.

As a staff we will:

- Ensure families are notified in good time of transition dates for their child.
- Where possible arrange reciprocal staff visit(s) to the current and receiving setting prior to commencement of child's placement.
- Share information about the setting with families in the form of setting handbooks/welcome brochures, notice boards, newsletters, virtual tours, electronic communication platforms such as Seesaw, and through talking with staff.
- Arrange an information session with families and staff to share all relevant information such as Personal Care Plans, Curriculum for Excellence, Realising the Ambition, Additional Support for Learning, individual children's profiles and information about the daily routine of the setting.
- Gather written information from children and families to ensure we are well informed about each individual child e.g. enrolment forms, 'Being me!' document and permission slips.
- Ensure we follow the Additional Support for Learning Statutory Guidance and the National Practice Model with regard to children with additional support needs.
- Share our Settling-in policy with families.
- Complete the children's profiles as appropriate, share this with families and pass on to the receiving setting.
- Complete the profile for a child moving between settings or with a blended placement, over the course of the year and ensure this is passed on to the receiving setting.
- Enable communication between staff and other professionals involved with the child/family, such as Health Visitors, to exchange relevant information in order to support their individual needs.
- Continue to work closely and share the play pedagogy approaches used in ELC with the primary one setting to ensure the smooth continuation of delivering CfE Early Level through play.