

# Bow Lane Pre-school

## The Safeguarding and Welfare Requirements: Information and records

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

### 10.4 Transitions

Children who manage change well tend to be confident and therefore are not distracted from their learning and development journey through anxiety and stress.

This policy has been devised to enable smooth transitions for children.

- When they are making the transition from home to the setting
- When they are moving from one setting to another
- When they attend more than one setting throughout the day

We recognise the importance of communication for all those involved in a time of transition for a child. We will therefore discuss the transition process with the children, parents and staff who are relevant to the process. We will listen to their views and answer any queries or concerns they have.

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

#### Procedures for when a child is new to the setting

- Before the child starts at Bow Lane Pre-school we will ensure that families have all the relevant information including policies, organisation, routines and activities provided.
- We will request information about your child such as their likes and dislikes, abilities and needs to help us gain a clear picture of your child.
- We offer settling in periods so that the child can spend short periods with us to become familiar with the setting.

#### Procedure for when a child is moving to a new setting

- We will talk to children about their new setting and wherever possible, visit the new setting with your child. If we will be taking or collecting your child from a new setting we will talk about this with your child and give him/her the opportunity to make the journey prior to starting in the new setting.
- We will allow time to talk to parents about the transition for their child to a new setting and share any information that is relevant.

- We will communicate with the child's new setting and ensure they have any necessary information and records that they require.

#### **Procedures for daily transitions**

- We will be understanding of children's differing needs when moving from our setting to another during the course of the day. We will ensure support is there for those who find separation difficult.
- We will ensure that systems are in place to allow us to share information between all settings a child attends. This is done by a register to allow any comments ie child bumps their head during the session.
- We will ensure that systems are in place to allow us to follow up on what a child has participated in/enjoyed doing at the setting if we feel it is of benefit to the child.
- We will have regular discussions with other settings to share information about the child's next steps for learning and development and highlight any issues or concerns there may be in conjunction with parents/carers.
- We will ensure that the children are delivered and collected on time.

#### **Legal framework**

- General Data Protection Regulations (GDPR) (2018)
- Freedom of Information Act (2000)
- Human Rights Act (1998)
- Children Act (1989)

This policy was adopted at a meeting of	<u>Bow Lane Pre-school</u>	
Held on	<u>6<sup>th</sup> September 2019</u>	(date)
Date to be reviewed	<u>6<sup>th</sup> September 2020</u>	(date)
Signed on behalf of Bow Lane Pre-school		
Name of signatory	<u>Gaye Hooker</u>	
Role of signatory	<u>Owner</u>	