



**BOWERHAM PRIMARY & NURSERY SCHOOL
AND BABY UNIT**

EYFS Transitions Policy and Procedures



DATE: July 2025

Review date: July 2026

Stand tall, reach high, love learning

The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Within our Bowerham Baby Unit we follow the policies and procedures as outlined for Bowerham Primary and Nursery School. Statements highlighted in blue are additional policy statements specific to our Baby Unit.

At Bowerham Primary and Nursery School and Baby Unit we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting within our Baby Unit/Nursery
- Moving between different rooms from the Baby Unit to Nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

Starting in the Baby Unit/Nursery

We recognise that starting in the baby unit/nursery may be difficult for some children and their families. We have detailed settling in procedures in our EYFS Policy to support the child and their family.

Moving rooms procedure

When a child is ready to move to a different room in the nursery (from our baby unit to the main Nursery room), we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents.

- The child will spend short sessions in their new room prior to the permanent move to enable them to feel comfortable in their new surroundings
- The child's key person will go with the child on these initial visits to enable a familiar person to be present at all times
- Wherever possible groups of friends will be moved together to enable these friendships to be kept intact and support the children with the peers they know
- Parents will be kept informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries on Tapestry.
- Only when the child has settled in through these taster sessions will the permanent room move take place. If a child requires more support this will be discussed between the key person, parent and manager to agree how and when this will happen.

At Bowerham Primary and Nursery School and Baby Unit children within our baby room are able to hear and see their older peers playing and interacting. This means that children are already becoming familiar with their new environment. On occasions children may also utilise some of the resources and areas within the main Nursery room.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious or distressed. We will do all we can to facilitate a smooth move and minimise any potential stresses. We have detailed settling in procedures in our EYFS Policy to support the child moving onto school.

This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend. This will help the children to become familiar with this new concept and will aid the transition

- We invite school representatives into the nursery to introduce them to the children
- For children at our Nursery who are leaving to attend Bowerham Primary and Nursery School, where possible we plan visits to the reception classrooms with the key person throughout the summer term.
- Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive report on every child starting school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning.

Moving to Year 1

We will do all we can to facilitate a smooth move and minimise any potential stresses for children moving into their next phase of education.

- Within the summer term we invite year 1 staff into Reception Class to introduce them to the children. Year 1 staff spend time getting to know the children in their familiar environment through a variety of provision activities.
- We plan visits to the year 1 classrooms with the children's current key person throughout the summer term.
- Each key person/class teacher will talk about their key children's development during transition meetings.
- A comprehensive report is provided on every child to enable teachers to have a good understanding of every child's development across all 7 areas of learning. This will also include information on the child's characteristics of effective teaching and learning. This supports continuity of care and learning.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via Tapestry and/or the child's communication diary.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. In these situations we will work closely with the child and their parents to support the child's emotional needs. Staff will also support the child as appropriate through the use of discussions and stories.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families. If parents feel that their child requires additional support because of any changes in their life, we ask that you speak to the nursery manager and the key person to enable this support to be put into place.