**TRANSITIONS POLICY**

**Rationale:** Young children and their families/whānau will be supported through the process of transition, into the Centre,

within the Centre, and to School.

**Purpose:** To ensure children feel comfortable and knowledgeable about the transition from a familiar setting to an unfamiliar setting, and that families are informed and comfortable with the process of transition for their child/ren.

**PROCEDURES**

**Transition into the Centre**

* A teacher will be allocated to welcome and support new families and children beginning orientation visits.
* The family/whanau culture will be taken into consideration in the transitioning process.
* For the child's orientation visits, parents will be encouraged to stay with their child until the parents and teachers feel the child is settled.
* At the beginning of each session a teacher will welcome children and parents to the Centre. Parents will have the opportunity to speak with teachers if required.
* A page will be provided for parents to note any special instructions for their child’s care each day.
* All children must be brought into the Centre. No child may be dropped in the entrance way.
* Teachers must be informed when the parent is leaving, and parents must sign the roll.
* Teachers will be aware if any child shows signs of distress when the parent leaves, to ensure extra attention is given when required.
* At the end of each session teachers will again be available to discuss the child's day.

**Transition from Under Two Area to Over Two Area**

* Parents will be notified and kept informed about the likelihood and timing of transition.
* Key teachers (Profile Book Teachers, Primary Caregivers) for the child in each area will meet to discuss the transition needs for the children and parents, and exchange information (including name, date of birth, parents’ names, and any allergies as well as individual and group routines). This information will be placed in the transitions folder for all teachers to read/share at staff meetings.
* In preparation for transition teachers will encourage children to master the skills necessary for success in the child’s new environment. This includes visits to promote familiarity with the environment and new routines.
* Teachers will recognise that for some children the transition process is more difficult. As these times arise, all teachers will be flexible and respect individual children’s preferences allowing them to freely go between both areas.
* Teachers will maintain familiar routines such as toileting and nappy changing during the transition process.

**Transition to School:**

* Information will be available to parents about local schools to support them in making the right choice for their child.
* Teachers will talk with children about school and all that it encompasses so that it becomes a familiar subject.
* Prior to attending school, teachers will encourage self-help skills, and respect for adults, self, peers and equipment.
* Teachers will consult with parents to ensure pre-entry school visits are arranged, and may provide support when necessary.
* Teachers will be available to discuss with parents any concerns or expectations they may have in regards to the transition to school process.
* The Centre will celebrate each child’s last day of attendance, and their profile book will be given to the family.
* Children and their families involved in transition to school will be encouraged to share assessment documentation with the new entrant teacher to support the transition process.