

Parkside Playgroup

22. Transition to School

Moving on to school is a major transition in a child's life involving separation from familiar adults and children. Older children have a more secure understanding of 'people permanence' and can approach new experiences with confidence. However, they need preparation if they are to approach transition to school with confidence and an awareness of what to expect.

Partnership with schools

- Details of the school that a child will be attending are recorded in the child's file, along with the name of the reception class teacher where this is known.
- Every effort is made to forge and maintain strong links with all schools that children may attend. The setting manager will approach schools to open lines of communication where these have not previously existed.
- Details of the school's transition or settling-in procedures are kept by the setting and are referred to so that members of staff are familiar with them and can develop a consistent approach to transition with teachers, parents/carers and children.
- Teachers are welcomed into the setting and sufficient time is made for them to spend with the child and, where appropriate, their parents/carers and key person, to discuss and share information that will support the child's transition to school.
- For children transferring from a Hounslow early years setting to a Hounslow school, the setting uses Hounslow's Pupil Pathways – Step into School online transition system to support the secure transfer of relevant transition information and records to the receiving school. Settings should ensure that the information entered is accurate, relevant, up to date and completed within the timescales communicated by the London Borough of Hounslow.
- Where a child is transitioning to a school outside the London Borough of Hounslow and the Pupil Pathways – Step into School system cannot be used for that receiving school, the setting uses the Hounslow transition templates to support the transfer of relevant information to the receiving school.
- The child's transition information should provide the receiving school with an appropriate picture of the child, including their strengths, interests, learning and development, individual needs and any support or strategies that will assist continuity of provision and a successful transition.
- Where a child has identified special educational needs and/or disabilities (SEND), relevant information about their needs, provision and support should be shared with the receiving school as part of transition planning. This may include relevant assessments, targeted plans, strategies, professional involvement and other information necessary to support continuity of provision.
- The Pupil Pathways – Step into School system and Hounslow transition templates support the general transition process. They do not replace the setting's separate responsibilities for the secure transfer of safeguarding and child protection records.
- Safeguarding and child protection information must be transferred separately and securely to the appropriate person at the receiving school, in accordance with the setting's safeguarding, information-

sharing and transfer-of-records procedures. A record should be maintained of what was transferred, to whom, by what method and when.

Partnership with parents/carers

- Key persons discuss transition to school with parents/carers and set aside time to discuss the child's learning and development. Parents/carers are encouraged to contribute information about their child that will help the receiving school understand their strengths, interests, needs and individual circumstances.
- Key persons will discuss with parents/carers how they are preparing their child for school and will share information about how the setting is working in partnership with the receiving school to support transition.
- Key persons will explain to parents/carers what information will normally be transferred to the receiving school and how this will take place, including the use of Pupil Pathways – Step into School for Hounslow school transitions or the Hounslow transition templates for relevant out-of-borough transitions.
- Where safeguarding or child protection information needs to be shared, staff follow the setting's safeguarding and information-sharing procedures. Necessary safeguarding information may be shared without consent where there is a lawful basis to do so and where seeking consent would place a child at risk or undermine the safeguarding purpose.

Increasing familiarity for children

- Where the setting is on, or adjacent to, a school site, there will be opportunities for children to become familiar with staff and school premises, for example through shared use of outdoor and indoor spaces, activities and resources.
- Where possible and appropriate, arrangements are made for children to visit their new school in accordance with the receiving school's transition arrangements.
- If there are several schools in a catchment area, or the setting is not within a reasonable distance of the school, other means of familiarisation will be explored. This could include videos, photographs, books, school information or other appropriate resources that can be shared with children.
- Particular consideration is given to children who may require an enhanced transition, including children with SEND, children known to other services, children who may find change difficult and children whose individual circumstances indicate that additional transition planning would be beneficial.

Preparing children for leaving

- Children and parents/carers form bonds with adults and children in the setting and may need preparation for separating from the relationships they have formed.
- The child's last day should be prepared for in advance and may be marked in an appropriate way that positively acknowledges that the child is moving on to the next stage of their education.
- Where appropriate, settings may maintain suitable links with children and families following transition, while ensuring that professional boundaries, safeguarding requirements and the receiving school's arrangements are respected.

Held on	Sept 2026
Date to be reviewed	Sept 2027
Signed on behalf of the provider	
Name of signatory	Brenda Henrick
Role of signatory	Chairperson