



## Standard Operating Procedure

### DCS, MOD Schools Early Years Settings

#### Standard Operating Procedure (SOP): MOD Transition (from the EY Setting to a MOD School) and from EY Setting to a non-MOD School or Setting

#### Settling in Procedure

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Review annually or if any changes are made to support practice.

#### 1. Our Aims

- To work closely with parents/ carers in partnership to meet the needs of each child and support families with any difficulties that might arise
- To ensure a smooth transition from the EY Setting to school
- To support children in the move from home, family, familiar people or EY setting in to the new community of the Primary School.
- To help children begin to make good relationships with his/her Key Person and other staff
- To help children feel secure and confident in school
- **To ensure children do not go missing in education during a move from a MOD EY Setting**
- **To ensure information is passed to the new provider when a child moves to a non- MOD school or setting where possible.**

#### 2. Helping children to settle in

Children settle into Nursery and Reception in lots of different ways. Some children will confidently move into the school as soon as they come in. Other children may be nervous and anxious about leaving their parent/Key Person. Most children will be somewhere in between. It is our job to make this as smooth as possible for both children and parents by sharing relevant information about the child and for the Key Person in school to have the most up to date information about the child from the Key Person who knows him/her best from the EY Setting.



### 3. School settling-in/Transition procedures from the EY Setting

#### The term before the child start at school:

- Once a child is due to move from an EY Setting to school the school will contact the EY setting at least a half term in advance.
- With agreement from parents an appointment will be made for the FS Leader, teacher and Key Person (and SENDCOs if necessary if there is an additional needs plan in place- this will need to be happen more than half a term in advance) to sit together and complete the summary. A copy of the summary will be made available to parents. In agreements with parents, the 2-year-old progress check will also be shared. If the child/ family is receiving extra support from agencies (in agreement with parents) schools will be invited to a meeting prior to the transition. During these meetings the Learning Journey and assessment information will be shared.
- The teacher from FS will be invited to spend time with the child in the EY Setting prior to the child starting in the new school.
- Children and parents who are joining into FS1 and/or FS2 will be given the opportunity to spend time in their new school with organized Stay and Play Days/ hours and parents will be invited to relevant FS1 and FS2 Workshops.
- Parents /carers are able to view the school by making an appointment via the school office or at school open days
- Parents /carers will receive a prospectus about the Foundation Stage at each MOD School containing information on policies and practices
- Where possible Treetops are invited to provide a transition record /summary report on the child
- During the term before the children start school, parents /carers and children are invited to attend the school for Stay and Play sessions
  - Children are able to explore the class environment and resources and meet their peers
  - Parents /carers and children are able to meet the Class Teacher and ask any questions about school
  - Parents /carers are given admission paperwork to complete prior to their child starting school and bus forms for children (where necessary)
  - Parents /carers are given confirmation of their child's start date at school; for parents /carers of Reception age children this will also detail hours in school for the first week (as these are likely to be different to usual hours).
  - Children will be allocated a Key Person. Parents and Carers will be informed who their child's Key Person is before the child starts school
  - The child's Assessment information and Learning Journey will go up to the school where this will be given back to parents during the first half term.



### During the children's first term:

- Children are gradually introduced into areas beyond their immediate environment
- Schools continue to build relationships with parents or carers through day to day contact, making them feel welcome and encouraging them to help with activities in the classroom
- Parents /carers are encouraged to view their child's learning journal, to make comments, WOW Moments and add any photographs or pieces of children's work from their home setting they feel appropriate
- The child's former Key Person at the EY Setting (or the Child-Minder) will be invited by the school to come and see the child in their new setting and spend time with them in their new setting.
- In line with the rest of the school parents /carers will be invited to an individual parent's meeting where the children's progress and next steps are discussed.
- Learning journeys from the child's time at the EY Setting will be given back to the parents during the first half term.

### Further Examples of Good Practice

- Children at the EY Setting to be invited into school for any events such as school plays etc, Stay and Plays and vice versa.

### Transition for a child moving back to the UK or ROW to a non-MOD School or Setting)

- When a child moves to a non-MOD school or setting in the UK and/or ROW we need to ensure that children do not go missing in education and any information about the child is shared (with parental consent) with the new school or setting. It is also important that any safeguarding concerns recorded on My Concern are shared with the new provider in a safe and secure way in line with Keeping Children Safe in Education September 2023.
- When you are notified that a child is leaving the setting the EYM must ensure that the Annex B Early Years Transition Data Capture is completed by the parents. See Annex B on the next page.
- **The transition record master tracker Annex A excel spreadsheet** must be completed by the Administrator and monitored by the nominated leader and DSL to ensure that children do not go missing from education and that all relevant information is passed on to the child's new school and setting. A child is not signed off as complete until the EYM is content that the child has arrived at their new location safely and that any information which is needed to be shared has been passed on.



### Early Years Transition Data Capture

*Please complete and return to the setting in order that your child's records can be shared with the next setting/school*

<b>Child's Details</b>	
<b>Name:</b>	
<b>Parents:</b>	
<b>Forwarding Address:</b>	
<b>Telephone Number:</b>	
<b>Email:</b>	
<b>Leaving Date:</b>	
<b>Island Leaving Date:</b>	
<b>New Setting Information</b>	
<b>Setting Name:</b>	
<b>Address:</b>	
<b>Telephone Number:</b>	
<b>Email address:</b>	
<b>Contact Name:</b>	
<b>Start Date:</b>	
<b>Comments</b>	



*Consent to share information with the next setting/school:*

**Name:**

**Signed:**

**Date:**