


Services covered by this policy:	General Pre-school Children's Service	The Hamlet at Home Adult Services
Post holder(s) responsible for this policy:	Senior Manager Children's Service, CEO	
Date approved:	23/10/2024	
Approved by:	Children's Service Senior Manager – Jayne Buckingham	
Signed:		
To be reviewed:	2 yearly	

A. Policy statement

Our belief is that everyone at The Hamlet should be happy and safe, is unique and valued, can explore choice and opportunities, is encouraged to unlock their potential, can communicate in their own way and is part of the wider community.

The Hamlet recognises that children manage changes in their lives daily; some of these are planned transitions and some are unplanned. We are sensitive to the impact of such changes to children and young people and this policy sets out ways in which we support children and young people going through these transitions.

B. Purpose of this policy and why we have it

When small changes are supported by responsible, knowledgeable adults, children and young people will discover that the setting is a safe predictable place. As strong and competent learners this will stand them in good stead when faced with the challenge of experiencing bigger challenges and will inevitably come their way.

The Early Years Foundation Stage (EYFS) states "Transitions should be seen as a process, not an event and should be planned for and discussed with children, young people and parents."

C. Scope of this policy

- The Hamlet Users
- Parents/carers/home support staff of Hamlet Users
- The Hamlet staff.
- The Hamlet Volunteers
- Educational or work placements e.g., Occupational Therapy or Nursing
- Visitors

D. Policy

We understand that starting at a setting, moving from one group to another, changing settings, starting school or adult services is an exciting time for children and young people, but it can also be a challenging and anxious time for both children and young people and their parents/carers.

We believe all children and young people should feel as comfortable, confident, and emotionally secure as possible when entering the setting. Children and young people need support to enable them to adjust to a temporary separation from their family. They need to feel they are a valuable, competent member of the new social group and they need to develop positive attitudes towards the range of new experiences they will encounter.

We are committed to putting the needs of the child/ young person first whilst working with each other, parents/carers, and other professionals to make transitions as smooth as possible for all concerned.

During transitions children and young people need to be helped to retain the self-confidence and self-respect that they have already gained at home or in previous settings.

A positive transition should include:

- Transitions being seen as a process rather than an event.
- Continuity of inclusive person-centred provision across early years settings and schools
- Ensuring the child's voice is captured and valued as part of the process.
- Parents/carers being valued, informed, included, and supported to navigate the transition process.
- Senior leadership teams in early years settings, schools and adult services committing to good transition support as well as respect of one another's aims and ethos.
- Strong integrated working between early years setting, schools and other agencies supporting good transitions.
- Well organised and up to date information is shared in a timely manner and used to inform school planning.
- Children are supported to prepare for transitions and relevant strategies and resources shared to ensure consistency and continuity in their new setting.
- Early identification of need supported by effective interventions.

E. Procedures and monitoring

Our support aims

Transitions involve a process of change that requires a period of adjustment for the child/young person and their parent/carer. To help the family adapt to change, we aim to provide as much continuity of education and care as possible.

Transitioning into The Hamlet

- Collect information prior to the child/young person starting the service/group. This will be in cooperation and partnership with parents, existing staff, receiving staff and if age appropriate with the child/young person.

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- Offer parents a home visit if the child/young person is starting the pre-school or short break service.
- Offer to visit any current settings to observe the child.
- Complete a [core assessment](#) which is designed for completion in conjunction with the family. This enables The Hamlet to help all members of the family feel secure and happy with the services we offer.
- Ensure discussions and the collection of information will focus on the whole child and not just the child's educational development. This means looking at routines, interests, family unit, relevant medical information alongside information about their additional needs.
- Include parents in the discussion around how we care for their child/young person, and ways we can accommodate their preferences.
- Discuss transition and what this could look like for the child. Consider a staggered start or settling in sessions to build up to the transition.
- Discuss [Keyperson Policy](#) if required and how the child will choose their keyperson.

Transitioning out of The Hamlet or to another service within The Hamlet

- Be flexible in our approach to timescales for transitions; these are likely to be variable to meet the individual needs of the child/young person and their family.
- Support families and carer's to choose a setting and advise of ones within their locality.
- Support visits to another setting either in person or virtually.
- Prepare the child/young person for transitions in a way they can understand and is inclusive. For example, children leaving to go to school will be informed through stories, circle time, pictures etc. We invite teachers from named schools in to visit the child(ren) in their familiar setting.
- Ensure that a child's transition documents are passed to the child's relevant school. This includes the Supporting Transition and Inclusion Record (STAIR) document which is completed for all children transitioning from our service to another setting.
- Ensure that all paperwork is passed on regarding children who have additional needs, e.g. Individual Education Plans (IEP's) Education and Health Care plans (EHCP's) Transfer Tapestry accounts. Where necessary we will liaise with next settings staff around progress and routines to ensure the child's needs are still being met.

F. Regulations (Health and Social Care Act) and other legal references

Early Years Foundation Stage Statutory Framework (Latest version)
 The Shared Review (progress check aged 2): [Progress check at age two – Non-statutory guidance for the early years foundation stage \(publishing.service.gov.uk\)](#)

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Development matters: [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/development-matters-non-statutory-curriculum-guidance-for-the-early-years-foundation-stage)

This policy should be read in conjunction with any other relevant Hamlet policies and accompanying procedures.

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