

Preparation for Transition to Primary School

Kathryn (Aviary Nursery Manager):

'Big transition to school...we do a learning journey for the children through the year, their development and likes and dislikes there're all in one document. So, for the last one includes their stage of development, so it tells them all their strengths. And we hope that this document will then go to schools, so it's just a quick snapshot of the child. We have their Education, Health and Care Plans, so it's most all the information is there is mostly from us and parents, so that is another document that goes to school. We invite the schools in to see the children. We will do transition meetings with the receiving school, but we're in their hands because they only come in when they're free, whereas we say come in whenever you like, as often as you like, but they'll come in when they're free. But we're quite happy for them to happen in September really because we're two months away from them starting, children change a lot and you know teachers are gonna have six weeks holiday, are they gonna remember what I said about Luke falling asleep, I'm not sure. So I would rather do something as they start than something as they leave. Because a lot of these children will be here all summer as well so we'll be seeing them, so yeah.'

'Very often you're supporting the family more than the child. But it just changes every year, so we have kind of set things that we do but they are always changing because they just don't fit or you've got more parents that need more support or you've....like a single child with complex needs and there's a lot of people involved, so...We've got to be flexible within our practice I think. We do whatever we need at the time, so we've done, we change to meet the needs of the school, the child, the parents. If a child's got multiple agencies with them we can do a big meeting. Some of our children with Autism don't have really any other professionals linked to them, so it's just...I thin dialogue and communication is the most important and our practice is to be open and to say 'Yes, come and see us', so that's for me the most important one really.'

Gareth (Inclusion Teacher):

'So, I think the majority of the transitions, what supports with transitions are those transitions within nursery of understanding that when this happens these other things will happen and will be able of kind of...I guess that's where kind of back to some other things I said are true, that's why I'm not such a belief in having things exactly the same each time and have a little bit of ...room each time because ultimately if they can see that when they see the nappy change picture sometimes there will be Gareth, sometimes there will be Judith, sometimes there will be Gary, sometimes there will be different people, sometimes we'll head straight there, sometimes they'll forget and they have to go back and get something else, sometimes...seen those things happening and changing a little bit but that's OK, because actually the big things will be the same...those big things will be still be the same in school.'

Sarah (Early Years Professional):

'I think we have helped them because they've already had a very positive experience of leaving their parents. Hopefully we've built their confidence that this is you know 'is OK to leave mommy and daddy, is OK to go in the taxi, these are other adults who will look after me and I can trust'. So, I think we have laid a lot of...ground there to help them with their going to school.'

Gary (Early Years Practitioner):

'We're all very clued up and we've got like people in place. If there's a problem 'oh yes, Fran can help you or no that's Gareth he can help you or no if you speak to Kathryn she'll happily help you', so there's all ...we've got things in place to help parents who have got needs themselves or there's something new to them and no idea ...and everyone's in place sort of like to help, so I think...that's how I've seen it.'