

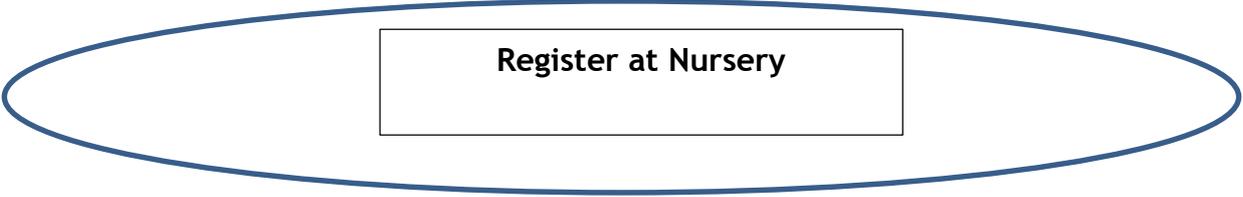
Blagdon Nursery School Transition

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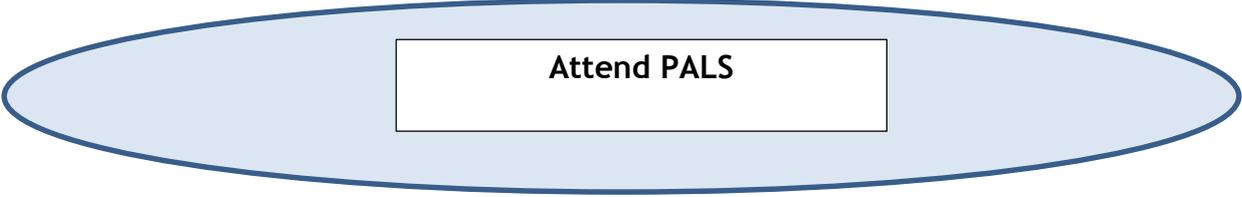
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Transition Journey



Register at Nursery



Attend PALS



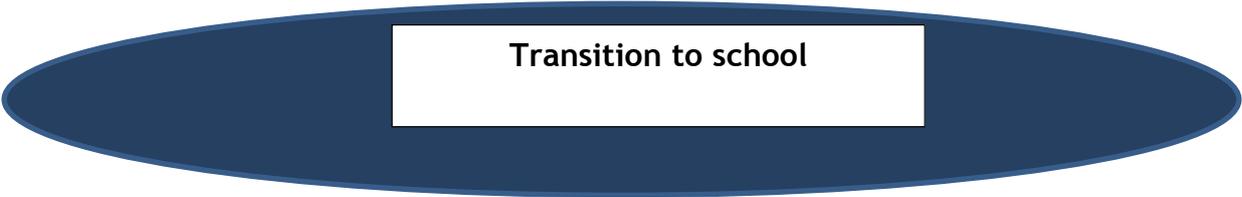
New Parents meeting



Home Visits



Apply for a school place



Transition to school

Registration

What do we do?

- Dedicated registration appointment with transition coordinator
- Discuss individual child's needs
- Complete registration forms
- Discuss extended services/ 30 hour options
- Invite family to attend a PALS course
- Full tour of the nursery

What is the impact?

- Continual waiting list to ensure nursery school sustainability
- Parents have a clear understanding of what is on offer and when they are likely to be offered a place
- Parents have met the Transition coordinator and feel more comfortable to come to a PALS course.

Play and Learn sessions

Play and Learn Session (PALS)

6 weekly sessions for parents and children in the term before starting in at Nursery

Number of Staff involved	2
Number of families	12 (each course)

What is PALS?

6 weekly sessions, preparing children and parents for transition to a nursery class including importance of routines, sharing stories, developing independence etc. Half of each session spent visiting the Nursery School.

How is it measured and monitored?

Parents agree to a minimum 6 week programme.
 Families who are absent for more than one session are contacted and encouraged to rejoin the group.
 Results of annual questionnaire rates these groups highly (in July 2017 100% of parents who returned the questionnaire rated the sessions as very useful with 100% happy to recommend the course.)
 PSED & CLL records of achievement - children tracked until they leave Blagdon

	July 2017 (35 children)	July 2018 (40 children)
PSED AAARE (at or above age related expectations)	94%	93%
CLL AAARE	91%	89%

What are the outcomes of the work and how do they link with the school vision?

- Parents are helped to ensure that their children are healthy
- Healthy eating is promoted through our healthy snack policy
- Support for children’s physical health through outdoor play
- Support for children’s mental health through modelling good adult child interactions and promoting good parenting skills, help in dispelling anxieties about the next stage of the child’s education.
- Children with SEN are supported.
- Parents and children are supported in identifying and dealing with risks
- Parents and children supported in making a safe environment
- Children supported with developing independence
- EYFS delivered to support parents in helping their children develop personally and academically
- Parents supported in developing routines to support children’s enjoyment and achievement
- Challenges of transition are addressed
- Parents are supported in helping their children develop socially and emotionally
- Parents and children are supported through transition into other groups and into the nursery school
- Parents supported in understanding the EYFS

Links with other services and professionals

Parents and children can join these groups from the toddler groups. Some parents go on to attend parenting courses.

Session run by the Transition Coordinator, other agencies are involved when appropriate e.g. speech and language therapist, family worker from Children's centre.

Topics for parental discussion

Session 1	Introduction to the purpose of attending PALS Understanding the ages and stages of sharing
Session 2	Understanding the importance of language and how to help your child with speaking and listening
Session 3	Parents as partners - Discuss stay and Plays and school workshops Importance of sharing books with children
Session 4	Supporting pre-writing skill
Session 5	Math's fun in the environment
Session 6	Supporting pre-reading skills

Other topics may be requested by parents, which may include:

Toilet training, losing the dummy, activities to do at home.

Quotes from parents when ask what they found most useful about attending PALS:

Interacting with other parents and seeing my son improve'

A quality time with my child'

'Everything and I have seen my son improve in communicating, speaking, listening and sharing'

'Her speech has developed immensely whilst she has been here'

Seeing how the nursery works has stopped me feeling anxious about her going'

Milk and fruit time - it made her realize it is good to sit and be patient!'

My child has become more independent and does no longer feel scared if I am not at her side'

New parents meeting

What do we do?

- Invite all parents and children to visit the school for a welcome meeting
- Share information with the parents about the school, curriculum, key workers, assessment etc.
- Show the children their new classrooms if they have not attended a play and learn session.
- Share home visit and start date information with parents
- Chance for parents to meet the Headteacher and assistant head and transition coordinator
- Opportunity for parents and children to ask any questions and share any concerns they have
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What is the impact?

- Parents able to share any concerns and have their questions answered.
- Parents and children feel more confident to start nursery school, particularly those who have not attended PALS.

Home visits

What do we do?

- Visit every family in the week before they are due to start at nursery.
- Share a book of nursery photos with the child
- Complete all paperwork including permission slips
- Meet the child in a place where the child feels confident and comfortable

What is the impact?

- Children arrive at nursery more confident having met their keyworker
- Parents feel more confident in leaving their child having met their child's key worker and had their questions answered.
- Children start the settling in process quicker

School applications

What do we do?

- Invite local schools to meet our families during an afternoon 'open workshop'
- Support parents with decision making
- Support parents with completing applications within the RBC time frame.



What is the impact?

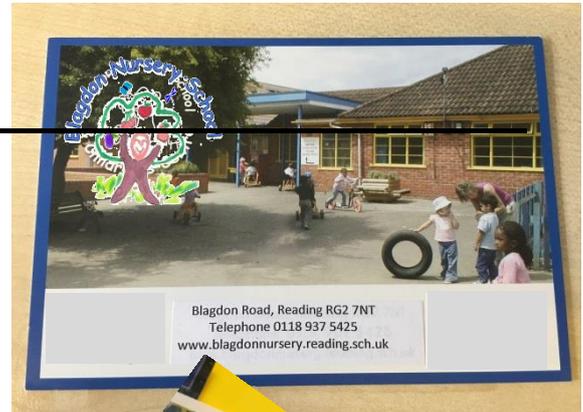
- On average 96% parents apply on time for a school place within the set timeframe.
- Parents feel supported with their decision making



School transition

What do we do?

- Send each school receiving a Blagdon child an invite to contact the transition co coordinator to arrange a visit to the school.
- Coordinate visiting teachers and welcome them, introduce them to the children.
- Arrange to take all children who will be moving to a local WEC school to visit their new school and teacher
- In October transition coordinator returns to visit all children in a WEC school to see how they are getting on and let them share their news and new friends etc. with transition co coordinator.



What is the impact?

- Children anxiety levels drop as they are able to visit their new school with familiar adults.
- Children become familiar with their new environment
- Teachers at Blagdon can keep talking about their visits to help children discuss any concerns and share their excitement

