

Boston Nursery School

Transition



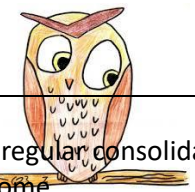
School Readiness – in partnership with children, families, and settings

Boston Nursery School promotes the UNICEF (2012) Conceptual Framework of School Readiness - promoting ready families, ready schools, and ready children. We understand that:

'It is crucial that everyone works together, in the best interests of the child, to make the transition as smooth as possible. Each person has valuable information to share about the child's strengths and areas where extra help is needed.' Ref: Julian Grenier (2020), Working with the revised Early Years Foundation Stage: Principles into Practice.

The table below reflects the UNICEF conceptual framework and transition into primary school, as supported by Boston Nursery School for our pupils and their families.

| Ready Families | Ready Schools | Ready Children |
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| <p>We.... Provide information to parents about primary schools in the local area.</p> <p>Give information about school application process to all eligible families & remind of deadlines.</p> <p>Inform parents when transition visits are occurring at nursery.</p> <p>Transition Information for Parents/Carers booklet – including information in home languages.</p> <p>E-mail 'Ready Families- What is Available?' information for parents/carers from Early Years & Child Care support Service & websites.</p> <p>E-mail Boston Children's Centres workshops information e.g., story time sessions and weekly</p> | <p>We... Use Transition Calendar throughout the academic year for monthly signposts of action and support.</p> <p>Refer to Early Years Transition tool kit for best practice information.</p> <p>Attend annual Transition Forums and Early Years Partnership meetings.</p> <p>Work with other professionals to provide tailored transitional support plans e.g., WTT, EYST, EMTET, SALT.</p> <p>Transition meetings with new settings' teachers and SENDCOs.</p> <p>Collect school places given and liaise with new settings for taster visits and visits from new teachers.</p> | <p>Children have... Visits to new schools - stay and play dates + teddy bears' picnic.</p> <p>Visits from new teachers & SENDCO if appropriate.</p> <p>Story time books about starting school & 'Worry Monster' stories to support talk around school worries.</p> <p>Talk time about starting school – an opportunity to share worries and excitement.</p> <p>Opportunities to try on their school jumper and get to know the school logo – I belong...</p> <p>A PE session changing into shorts and t-shirt to engage in physical activity.</p> <p>Book bags with a sharing book to take home and an activity card to support shared reading at home.</p> |



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| <p>summer programmes of ‘Let’s Get Ready for Nursery or School’ sessions for parents/carers.</p> <p>Provide end of year report on achievements, learning styles, additional needs, and next steps.</p> <p>Hold a celebration and goodbye party including parents/carers of leavers.</p> | <p>Collect information about phonics scheme, handwriting policy, and school uniform – to inform planning for groups of children going to particular schools.</p> <p>Send CP records to new setting within 5 school days of start of term.</p> <p>Send attainment records and SEND records to new setting at start of new term.</p> | <p>Weekly challenges to support regular consolidation and extension of learning at home.</p> <p>Weekly library book to take home.</p> <p>Name recognition, writing & phonic awareness sessions.</p> <p>Curriculum designed around school readiness.</p> |
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Starting Nursery and Moving on to Big Owls Preschool Room

| Ready Families | Ready Schools | Ready Children |
|---|--|--|
| <p>We...</p> <p>Have virtual tours of our nursery school on our website and offer in person tours with our Head of School.</p> <p>Welcome phone call to gain information about the child and for parents to ask any questions.</p> <p>Offer support to complete application and funding forms.</p> <p>Transition calls to introduce new keyworkers when moving to Big Owls.</p> <p>We publicise key dates and information about admissions on website and social media.</p> | <p>We...</p> <p>Work with parents and other professionals to support smooth transitions, incl. EYST, ESCO, EMTET, SENDCO, Health Visitors, Specialist nurses.</p> <p>Create individual transition plans and adapt provision to suit individual needs.</p> <p>Provide provision based on children’s interests to support engagement.</p> <p>Give every child a coat peg and self-registration card with child’s photo to support sense of belonging.</p> <p>Provide a sequenced curriculum based on individual starting points.</p> | <p>Children...</p> <p>Can see the setting after hours when they can explore and look around without intimidation by other children.</p> <p>Can attend play and stay dates with parent/carer.</p> <p>Have phased transitions into nursery, building up time as child can cope.</p> <p>Planned transition sessions into Big Owls the term before children move up.</p> <p>Have own booklet with photos to show what nursery is like.</p> <p>Read transition into Big Owls booklet with their keyworkers.</p> <p>Have regular contact with all staff and children across the nursery school.</p> <p>Tailored transition plan into Big Owls for those with additional needs.</p> |