

Transition Policy

Health and Social Care Standards:

1.15 My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices.

3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.

3.5 As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships.

Stramash recognises that all children will experience transitions at different times in their lives and that Stramash plays a vital role in supporting children and families to make successful and effective transitions. There are many transitions that children will face in their everyday life such as between home and nursery, within the setting, split placements (including childminders) and then more long-term transitions such as moving to another setting or onward to school.

As laid out in the ***Scottish Early Childhood, Children and Families Transitions Position Statement*** (2019)¹, Stramash, as an organisation, treats transitions, not as a single or isolated event, but rather as an ongoing process with the wellbeing of the child being held as paramount throughout.

Stramash believes that changing the narrative from transitions being a scary experience to one of positive self-expectancy and joyful anticipation about new and exciting opportunities, is paramount - and that there's several ways Stramash strives to maintain a positive approach to transitions:

1. Take lead from the child

As in all of our approaches, the child's happiness, understanding and wellbeing will be held paramount. Children will be as involved in any decisions that affect them as possible.

2. Work with families

Throughout the transition process, the priority of staff will be to liaise with families as experts in the child's life. Families will be consulted and worked collaboratively with throughout all transitions - parents play a key role in children's own feelings of safety and anticipation.

3. Work collaboratively

Stramash staff will work with families, schools, other agencies and other settings where necessary to ensure that the child is best supported throughout their transition. Staff will attend/arrange for meetings to discuss the child's needs, make arrangements for visits from external staff involved in the transition (ie school

¹ [Scottish Early Childhood, Children and Families Transitions Position Statement \(2019\) Scottish Government](#)

teachers), may attend sessions outwith the Stramash setting to support the child (ie school settling in days) and liaise with different professionals if further support is needed.

4. Be welcoming and accommodating

Young children naturally expect professionals to care about, understand, value and respect them and their family life, language, culture and individual needs. If these expectations aren't realised, instead of developing a sense of belonging and wellbeing within the new situation, there is a risk that children will feel isolated, insecure or excluded. Stramash, as an organisation and as 4 individual sites, endeavours to create an environment that is welcoming and accessible for all. *For more information, see Stramash's Equal Opportunities policy.*

Key Transitions

Home to nursery

Stramash staff will endeavour to build positive and relaxed relationships with the parents that foster openness and trust. A series of visits to the setting by the families and child will be planned where they can meet and get to know the staff, form secure attachments and become familiar with the setting. The number and duration of these visits will be dictated by the child's needs and personal circumstances. We will be sensitive to both the child's readiness to join the setting, and being parted from the parent/carer, and the parent/carer's own needs and emotions. *For more information, please see Stramash's Admissions & Settling In Policy.*

Across Settings

Stramash staff will work in collaboration with families and colleagues in other settings, where the child has a blended/split/shared placement to ensure that there is shared information on the child's learning and development across these settings. We will agree with the parents and any additional settings how and when information should be shared, and what the content of that information will be - with particular focus on care plans and any information from a Child's Plan.

Setting to Primary School

Stramash staff will arrange meetings with parents to discuss the school transition process, including discussions of deferral or early entry. Stramash staff will foster positive collaborative relationships with headteachers and Primary 1 teachers at local primary schools. Where possible we will ensure that children have opportunities throughout their pre-school year to visit and participate in events in their receiving primary school in order to support them emotionally during transition and to promote a confident and successful move to primary school.

Where necessary, any records that are to be updated and passed onto schools to

aid transition such as developmental overviews, trackers and benchmarks, Stramash will endeavour to qualitatively complete and return these documents.

Stramash recognises that there is no “one-size-fits-all” approach to transitions and that the support that each child and family requires will vary and fluctuate throughout the process - Stramash endeavours to take a personalised and catered approach to all individual transitions, and will treat each child and family as an individual with individual needs.