

Principles for good transitions

A child or young person will experience many transitions during their education journey. These changes may take place on a daily basis between their home and setting or between class and break. Other transitions occur less frequently such as a change in school or year group. The way in which transitions are managed is central to the child or young person's development and emotional wellbeing. This will have a significant impact on the child's or young person's capacity to cope with change in the short and long term.

Within these principles, transition refers to any changes that a child or young person may experience, in particular the transfer into, between and within childcare and educational settings and providers.

Transition is a process not an event

The key to its success lies in the preparation and planning beforehand and follow up afterwards as much as the settling in process itself.

Understanding that each child or young person is unique

- ▶ Ensure the individual strengths and needs of children and young people are known and supported with personalised approaches.
- ▶ Ensure that consideration is given to the child's holistic needs. It is important to ensure that the continuity of children's experiences involves all aspects of their care and learning.

Working well together

- ▶ Both settings have a shared responsibility for the entire transition process.
- ▶ Build in time for effective collaboration between named staff to work on the transition process and individual arrangements.
- ▶ Establish a clear understanding of one another's aims, values, needs and ways of working.

- ▶ Prepare the child or young person for change. Consider practical ways of introducing new experiences in the familiar setting to equip the child or young person and smooth the transition.
- ▶ Jointly review the success of plans/actions to ensure the support continues seamlessly; that needs are anticipated and provision of the right level of ongoing support is in place.
- ▶ Plan for the diverse needs and vulnerabilities of families. Identify those who may need additional support for the transition process as early as possible.



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Building positive, trusting relationships

- ▶ Plan how to effectively welcome and include children, young people and parents/carers.
- ▶ Listen to and acknowledge the important role of parents and carers throughout this process.
- ▶ Support and monitor the development of effective relationships at all levels (with staff, between peers, with parent/carers).

Everyone communicating effectively

- ▶ Make and maintain open communication between families, professionals and settings so that everyone understands their role and responsibilities and feels involved and supported.
- ▶ Ensure proactive planning and sharing of information between parents, carers, children and young people, and professionals.
- ▶ Provide a range of opportunities for children and young people, parents/carers to understand the transition process, e.g. visits, open days, information events, consultations, newsletters.

Keeping views of child and young person central to decision making and planning

- ▶ Ensure children and young people are actively involved in the transition process at all stages and are well informed.
- ▶ Recognise that all children and young people can be vulnerable at times of change, particularly those with additional needs. Take steps to ensure that the child/young person is known and feels confident, secure and valued.
- ▶ Gather the CYP's own views regarding the transition and respond to any concerns they might raise.

Continuous commitment to success

- ▶ Keep a positive approach and ambitious attitude. Consider throughout what can be done to ensure successful outcomes at all stages so that the child/young person thrives.

