

# 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.



# Principles for good transitions

## 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.

