**Transitions Policy (Updated for EYFS 2025)**

**Policy Statement**  
At Little Acorns preschool, we recognise that transitions are significant milestones in every child’s life. Moving into a new early years setting, or starting school can be exciting but also challenging. Our aim is to ensure that transitions are planned, supported, and managed sensitively so that every child feels safe, secure, and valued. This policy outlines our approach to supporting children and families during times of change, in line with the Early Years Foundation Stage (EYFS) 2025 framework.

**Legal Framework**  
This policy is guided by national legislation and statutory guidance, including but not limited to:

* EYFS Statutory Framework 2025
* Development Matters (2021, non-statutory curriculum guidance)
* Working Together to Safeguard Children (2018, updated)
* Children Act 1989 and 2004
* Local authority transition guidance and partnership protocols

**Designated Safeguarding Lead (DSL)**  
Although transitions are a responsibility of the whole staff team, the keyworker oversees the welfare of individual children during transitions. The DSL will ensure safeguarding practices remain central to the process.l

**Implementation of the EYFS 2025 Transition Requirements**

**1. Understanding Transitions**  
Transitions may include:

* Moving between home and the setting.
* Moving to another early years setting.
* Transitioning from early years into school.

We recognise that each child’s experience is unique, and our approach is tailored to individual needs, developmental stage, and family circumstances.

**2. Partnership with Parents and Carers**  
We work in close partnership with parents to ensure they are actively involved in their child’s transition. This includes:

* Sharing information on routines, interests, and needs.
* Providing opportunities to discuss concerns and expectations.
* Encouraging settling-in sessions where appropriate.

**3. Moving to Another Setting (External Transitions)**  
If a child moves to a different early years provider:

* We liaise with the new setting to share developmental progress and safeguarding information, with parental consent.
* We provide transition reports summarising the child’s interests, achievements, and next steps.
* Parents are supported in preparing their child emotionally and practically for the change.

**4. Moving into Primary School**  
To support school readiness and successful transition into Reception:

* We liaise with local schools to share progress summaries and safeguarding information in line with EYFS 2025 requirements.
* We invite Reception teachers to visit the child in our setting where possible.
* We support children through role play, stories, and discussions about school.
* We encourage the development of independence skills (e.g., self-care, dressing, toileting, communication) in preparation for school.

**6. Key Person Role**  
The key person has a central role in transitions by:

* Providing emotional support and reassurance.
* Acting as a consistent point of contact for the child and family.
* Sharing knowledge of the child’s development with schools or new childcare providers.

**7. Supporting Children’s Emotional Well-being**  
Transitions can be unsettling for children. To minimise stress and anxiety:

* We provide consistency in routines where possible.
* We listen to children’s thoughts and feelings about changes.
* We use visual aids, books, and activities to help children understand transitions.

**Record Keeping and Information Sharing**

* Developmental records and progress summaries are shared with new settings and schools, with parental consent.
* Information is transferred securely and in line with GDPR requirements.
* Parents are informed of what information will be shared and why.

Signed: Chairperson  
Date: September 2025

**References**

* Department for Education (2025). *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five.* London: DfE.
* Department for Education (2021). *Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.* London: DfE.
* HM Government (2018, updated). *Working Together to Safeguard Children.* London: HMSO.