

Tweseldown Infant School's Induction Programme

Moving from a Pre School (Nursery or Childminder) to Infant School can be a stressful time for both parents and children. At Tweseldown Infant School we ensure this transition is a smooth, happy and effective one for everyone involved.

During the summer term our in-depth transition consists of the following:

- Teachers visit all pre-school settings with more than 3 children joining our school
- Teachers talk to staff at pre-school settings about each child joining our school
- Any children with additional needs our SENDCo (Special Educational Needs Co-Ordinator) contacts the pre-school setting, outside agency staff and parents
- Any children who require transition story these are provided
- Staff at school undertake any training necessary to meet the individual needs of children
- Any parents who have asked for a phone call receive one from a member of staff
- Any parents who have asked school to contact preschool this has been actioned
- Staff attend an Area Inclusion Co-Ordinators (Inco) Meeting as part of Services For Young Children
- Pre-school staff visit our setting and talk to staff
- Pre-school settings are given our uniform for the summer term to have in their role play areas
- In the second half of the summer term we invite the children to school for the following sessions:
 - Visiting their new classroom in small groups twice
 - Visiting their new classroom as a whole group twice
 - A parents meeting with the Headteacher
 - An evening meeting for new parents
 - A home visit in September
 - Lunch with an adult in September
 - 2 half days in September

The majority of children are then full time by the end of the second week in September. We do however treat children as individuals and are happy to discuss alternative induction arrangements.

Parents tell us that our transition to school is successful via our year R survey. They state that:

- staff know each child, including their interests and needs;
- the school is able to meet every child's interests and needs;
- staff have formed a relationship with each family;
- children know, and like, the staff;
- children are familiar and happy with their new school environment, its routines and expectations;

- children have met and made friends with some of the other children who will be in their class and have friends from their pre-school in the same class too.

When your four-year-old sets off for their first day at 'big school', we ensure they will be full of positive emotions – excitement, confidence and happiness. They will know exactly where they are going, who will be there, what they will be able to do when they get there and how long they will be staying there due to our successful transition.