



Settling in EYFS Policy

Date policy next reviewed: January 2027

Signed by:

Charlotte Hopkins

Headteacher

Date: January 2026

Chair of governors

Date:

Settling in EYFS Policy

At Quinton Primary School and Nursery, we recognise that starting Nursery or Reception is a significant milestone for both children and their families. Our aim is to ensure every child feels safe, valued, and confident as they transition into our Early Years setting. Dame Esther Rantzen, a child welfare advocate, states,

“Children thrive when they feel secure and supported; early, positive relationships are the foundation for learning, confidence, and resilience.”

(EYFS Statutory Framework, DfE, 2012, p. 12)

This policy outlines our approach to settling children in, in line with the 2025 EYFS statutory framework, which places strong emphasis on promoting children's well-being, secure attachments, and effective partnerships with parents and carers.

Our key aims are to:

- To provide a warm, welcoming, and nurturing environment.
- To develop strong and trusting relationships with children and their families.
- To support children to become confident, resilient, and independent learners.
- To ensure continuity between home and school to support emotional well-being.
- To tailor settling-in arrangements to meet the needs of individual children and families.

Key Principles of the 2025 EYFS Framework

- A Unique Child: Every child is a competent learner from birth.
- Positive Relationships: Children learn to be strong and independent.

- **Enabling Environments:** Supportive spaces that respond to children's individual needs.
- **Learning and Development:** Children develop and learn in different ways and at different rates.

Transition

Starting at an Early Years provision offers exciting opportunities as well as challenges, and this transition needs to be managed sensitively and effectively. When a child leaves the home environment for the first time it can be an anxious and emotional time for the whole family.

For this reason we plan our transitions with great care, working with parents to ensure that children's needs are met appropriately within our Early Years Foundation Stage (EYFS). We view transitions as a process rather than a single event and children, practitioners and parents are all involved in the process. At Quinton Primary school and Nursery, we support children to make a smooth and successful transition.

If a child needs to move to a new nursery or childminder due to a change in circumstances then staff support this transition by ensuring that there is good communication and information-sharing with both the family and the new provision.

SEND

When a child has special educational needs (SEND) or disability , additional planning is put in place to ensure that there is a smooth and successful from the beginning.

We arrange a meeting to discuss the transition once we have received information about the child's additional needs. This takes place in the term before the child is due to start, to enable sufficient time for any plans or support to be put into place.

Parents and any professionals involved with the child are invited for a meeting. The provision is planned carefully for any necessary training, resources or adaptations that are required before a child starts.

Joining Nursery Class

Starting Nursery for the first time or joining from another Nursery setting is a big change in any child's life and staff from both Early Years provisions need to work together to support families in this transition.

Both children and parents are given opportunities to familiarise themselves with our Nursery environment so that they can start building

relationships with members of our staff. Parents and carers are given clear information about what will be happening in the transition process and how we will support their child.

We ensure that there is good communication and information-sharing between ourselves and parents prior to their child starting Nursery.

Our transition of children into our Nursery is as follows:

- The Nursery class teacher makes initial contact with the parents via a whole class meeting to introduce our school and discuss any questions they may have. At the meeting, a welcome pack is given to the parents with forms to be filled in
- If the child is coming from another setting then contact is made to discuss the child
- Tapestry is activated
- A 1:1 meeting is held with the child, their parents and the staff
- During our school's transition day the children and their parents come and spend the morning with us to meet other families and their children.
- A letter is sent to the parents about preparing their child for their transition to Nursery
- A series of videos are shared via Tapestry during the summer holidays which consist of a tour of the classroom set up, a story being read by the class teacher and information about starting the new school year
- On the first day of the new school year, the parents are invited for another stay and play.
- Children can start full time hours or hours can be reviewed termly to be gradually increased or decreased to suit the child.

Moving to Reception Class

Starting school is a huge step in any child's life and staff from both Early Years provisions and schools need to work together to support families in this transition.

Both children and parents are given opportunities to familiarise themselves with the school environment so that they can start building relationships with members of our staff. Parents and carers are given clear information about what will be happening in the transition process and how we will support their child.

Again, we ensure that there is good communication and information-sharing between ourselves and parents prior to their child starting school.

Preparation for transition starts early, for children joining us. This is the process we have adopted:

- The Reception class teacher makes initial contact with the parents via a whole class meeting to introduce our school and discuss any questions they may have. At the meeting, a welcome pack is given to the parents with forms to be filled in
- If the child is coming from another setting then contact is made to discuss the child
- Tapestry is activated
- A 1:1 meeting is held with the child, their parents and the staff
- The children are invited to a stay and play session with their parents after school
- After school, children are invited to stay for a story and sing song
- There is a transition day where the children come and spend the day with us
- Non-contact time is organised for Nursery and Reception staff to discuss individual children and data
- For children who already attend our Nursery setting, a series of sessions are organised. The Reception teacher and teaching assistant will first come to Nursery for 30 minute sessions to share a story and circle time activities.
- A letter is sent to the parents about preparing their child for their transition to Reception.
- A series of videos are shared via Tapestry during the summer holidays which consist of a tour of the classroom set up, a story being read by the class teacher and information about starting the new school year.

Moving to Year 1 Class

The move from Reception to Year 1 is a key transition in a child's education, as it is when they move from the EYFS to Key Stage 1 and the start of more formal schooling. We therefore ensure that we plan and prepare carefully for this. Our Reception and Year 1 staff work together closely to ensure a smooth transition and continuity.

Each child's EYFS profile is shared with parents and carers, practitioners and teachers. This provides a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.

The profile is used to support a smooth transition to Key Stage 1 and help Year 1 teachers to plan an effective and appropriate curriculum that will meet the needs of all the children.

Our transition includes the following:

- A series of sessions are organised. The Year 1 teacher and teaching assistant will first come to Reception for two one hour sessions to share a story and circle time activities and observe the children in their learning environment whilst they play. After this, there are two additional afternoon sessions held in their new Year 1 class so they can become familiar with their new environment. Parents are informed of the session dates so they can prepare their children
- Non-contact time is organised for Reception and Year 1 staff to discuss individual children and data
- A letter is sent to parents and carers about the transition into Year 1
- An open evening is held to introduce new teachers and explain the structure and routines in Year 1
- We ensure Year 1 practitioners build on the EYFS approach
- The children will experience structured play-based activities through continuous provision.

Changes within the family

Children may also have to face changes in their home life which will require additional support from our Early Years team. Other types of transitions that children may experience include separation or divorce of parents, a new sibling, moving house or the death of a family member.

Children going through these transitions may be experiencing a range of emotions or a sense of loss. If a child in our care encounters any of these experiences then our staff work sensitively with the child and their family to provide a safe environment in which to support the child's individual needs.

Developing a secure attachment with their key worker is essential in supporting these kinds of transitions. Our team will play an important role in supporting a child if they are experiencing strong emotional upset. We will keep to familiar routines, to help reduce a child's anxiety. It is common for children's play to reflect what is happening around them and this is a healthy response, therefore this is encouraged.

During these times we support children by:

- sharing stories about transition or loss appropriate for the child's age

- observing children to identify behaviour changes, areas of interest and friendships
- having puppets and dolls in the role play area for children to use to express themselves
- allowing children to express their emotions through mark making and painting
- talking about emotions during circle time.

It is important to remember that some transitions will affect the whole family and parents may also need support. For this reason, we offer information such as advice line numbers and details of recommended professional bodies in a supportive and professional way.

Key Person Approach

- Each child is assigned a Key Person, in line with EYFS 2025, to support secure emotional attachments and monitor well-being and development.
- The Key Person is the main point of contact for families and plays a central role in the child's daily experience.

Parental Involvement

- Open communication is maintained through informal chats, email updates, and digital learning journals using Tapestry.
- Settling-in progress is regularly reviewed with families.

Emotional Support

- Staff are trained in trauma-informed and attachment-aware approaches.
- Children are supported using positive behaviour strategies, empathy, and clear routines.
- Comfort objects from home are welcomed during the settling-in period.

Inclusion and Individual Needs

- The settling process is adapted for children with additional needs, EAL, or specific vulnerabilities.
- Close work with external agencies (e.g., SEND specialists, speech and language therapists) where appropriate.

Monitoring and Evaluation

Staff reflect regularly on children's emotional well-being and engagement. Feedback from parents is sought and used to improve practice. SLT monitors transition and induction processes as part of the school's quality assurance.

Legal Framework

- Early Years Foundation Stage (EYFS) Statutory Framework 2025
- Working Together to Safeguard Children (2018, updated 2023)
- Keeping Children Safe in Education (KCSiE) 2025
- UN Convention on the Rights of the Child (Article 12: Right to be heard)