



Pili-Pala Day Nursery

A child-centred approach to school transitions

Impact ...

- Children, especially those with ALN, feel less anxious and more confident
- Schools understand children's needs and effective strategies from day one
- Children settle quickly and confidently through gradual, supported transitions
- Children with ALN stay successfully in mainstream settings where they might otherwise have struggled
- Parents feel reassured knowing their child has personalised support during this major change

“ The transition to school can be difficult for some children but seeing them settle, especially those who might have found it difficult, makes all the careful planning worthwhile. ”

Background

Pili-Pala Day Nursery in Merthyr Tydfil has been running for 26 years, serving 148 children with a team of 23 experienced staff.

The nursery recognised that many children, especially those with additional learning needs (ALN), needed more tailored support when moving from nursery to school. Without this, some children become overwhelmed in their new environment.

What are they doing differently?

In response, they have developed a child-centred transition process that goes beyond standard practice. This includes:

- staff meeting with parents to create personalised action plans for each child
- transition paperwork and assessment information being shared with schools in face-to-face meetings
- school staff visiting the nursery to observe the children, and nursery staff arranging tailored school visits to help children feel comfortable
- nursery staff providing one-to-one support for children with ALN during settling-in sessions at school
- staff staying in touch after children start school and return to offer support if needed

This joined-up approach helps children feel supported, settle faster, and thrive in their new school settings.