**Transition ideas…**

It is expected that schools and Early Years providers plan a careful transition for their children leaving to start school. We have developed a list of ideas and strategies that could be utilised to help support the transition. Some of these ideas could also be used for children starting Early Years settings or moving on from year R.

We would love to hear of any ideas you are using that you would be happy for us to share with others.

* **Reassure parents-** Nobody wants children starting school unprepared and therefore not able to settle. Schools and Settings will do everything in their power to ensure every opportunity is taken to ensure as smooth a transition as possible. It is important every adult tries to take a **positive approach** and therefore we need to build confidence with parent.All the adults involved will need to try to sell the forthcoming move as exciting.
* **Sharing information-**  It is expected that schools and settings will liaise to share information. We have provided a proforma that could be used to support these conversations. Parents could also complete an ‘All about me’ proforma so that the most up to date information is shared.
* **For SEND children-** A meeting should be held and we have provided a proforma that could be used to support these conversations. It would be ideal if a parents could also be involved in these conversations.
* **Child protection-** Any safeguarding information should be shared with the receiving CPLO as before. Conversations around families will need to be had and appropriate paperwork shared.
* **Creating familiarity-** Children will need to develop a knowledge and familiarity of the new environment, routines and staff.
* This could be completed using pictures or social stories for parents to share.
* Orientation visits and tours of the classroom and school could take place
* Meet the teachers event can be planned and organised for children and parents to attend.
* If home visits are part of the school practice these could also go ahead.
* Some regular routines could be shared with the children, for example, if there is a morning song, how to hang your coat or where to go to the toilet could be shared. Some settings practice changing for PE during the summer term.
* **Meeting new classmates-**
* It may be useful for schools and settings to set up message groups or pages for new children to socialise before starting school. This would enable them to introduce themselves and get to know each other. Schools could host some events, such as a storytelling session.
* **Supporting parents to help their children-**
* Provide books or online recommendations of books about starting school. There are many on google videos, such as Froggy goes to school and Chu’s first day at school.
* Ideas about school readiness can be shared. We have provided a ‘Road to school’ poster we like. Schools could provide their own information as well.
* Parents can look on the school’s website with their children to see what is on offer at the school and if the school has a Facebook page look at that for further information.
* Parents should encourage the relationship building with the new key person, e.g. drawing pictures for them, sharing a social story.
* Parents can allow the children to complete the walk to school regularly, so it is familiar, as well as allow them to try out their new uniform, lunch boxes, etc.
* Sending a postcard to new teacher/class from summer Holidays.
* **Saying Goodbye-**  Settings should endeavour to provide some sort of event to mark the end of the child’s time in the setting. This could be:
* a party/picnic
* mementos/ certificates/ learning journeys can be given to children
* opportunities to share reflections on their time in the setting
* memory activities can be completed by setting staff, such as ‘memory books.’
* key workers could read books to children about starting school or talk about the move, sharing any concerns as well as excitement.

**Other ideas**

* Pen pal letters between YR/preschool children and also YR/Y1 children
* Picnics at home and practice using a tray or a lunch box
* Encouraging children to develop independence when putting on their coats/shoes and with personal self-care
* Year R /Year 1 teachers send a letter home to the child in the Summer holidays saying how much they are looking forward to seeing them
* Think about playground games ideas that can be shared for children to do at home
* Question time for parents and children
* Children make an all about me book at home with parents/carers to share with school
* Children create a piece of work which is taken/given to class teacher and a display is made in new classroom
* Ensure that you have links with local childminders, so children are not missed when sharing information with providers
* Provide clear transition information for each pre-school provider so they are aware of what will happen at the beginning of the new term and they can then provide extra support for children and families
* Put key transition activities on your setting/school website
* Take photos of your child and send to new setting to create a picture board of the new class when they start
* For childminder colleagues, encouraging children already at school to talk about the best things about school and what to expect.

**Key questions that could be asked**

* What play choices do the children make?
* What is the child really interested in?
* How do they enjoy learning?
* What can the child do now?
* What are you trying to do next?
* Do they have specific individualised needs but are not significant enough for an IEP?
* What do parents and carers tell you about the child?
* Would the child benefit from additional transition activities?
* Are any of the child’s friends moving to the same school?
* Is the child able to cope with normal change?
* How would you sum the child up in 3 words?
* What has been the child’s biggest achievement in your setting?
* How will parents have opportunities to become familiar with the school?
* Is information shared with parents in a timely, accessible way?
* Will parents be given opportunities to ask questions throughout the process?
* Do all staff have the ability to communicate with the child and their family?
* What links do you have with local schools / pre-school providers?
* Are parents aware of the daily routine of the new setting?
* Have you found out about similarity/differences of settings that the children are feeding from for example routines, ratios, rules etc?
* How will you communicate with parents/carers who are developing bilingual skills?
* Have you got an amended transition policy? Can you fulfil everything in your existing policy?
* What is the same in Year 1 and Reception?
* What do children experience that is the same?
* Who do they encounter?
* How will you enable an EYFS start in Year 1 to meet the needs of some children not yet ready for the NC?
* How will you conduct an on-entry assessment to year 1? Will this be based on EYFS Development Matters?
* In what ways do leadership and management influence a smooth transition from Foundation Stage to Key Stage 1?
* How does the organisation of space and resources foster independence?
* Do Key Stage 1 practitioners have a shared knowledge of the Foundation Stage curriculum and principles?
* Will there be any continuity of staff?