**Annual Transition Planner for Preschool Provider (Preschool to Reception cohort)**

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| **September** |  |
| Organise provision for settling in new starters |  |
| Complete cohort summary sheet |  |
| Display school information about next school intake for parents/carers |  |
| Inform parents/carers of important dates for school applications display posters/use variety of communication methods, e.g. social media, website |  |
| **October** |  |
| Parent/carer consultations (dependent on individual setting) |  |
| Arrange  meetings with SENCO/other  professionals where necessary |  |
| Evaluate September transition procedures - invite parental contribution:  coffee morning/ survey/questionnaire |  |
| Display of where the leavers went |  |
| Send letter/card to children in their new school |  |
| **November** |  |
| Inform parents/carers of important dates for school applications display posters/use variety of communication methods, e.g. social media, website |  |
| **December** |  |
| Review website and ensure that information and photos are up- to-date  |  |
| Signpost families to local community events running over Christmas |  |
| **January** |  |
| Inform parents/carers of important dates for school applications display posters/use variety of communication methods, e.g. social media, website |  |
| **February** |  |
| Parent/carer consultations/reports (dependent on individual setting) |  |
| Contact schools to find out who to send  the transition information to |  |
| Complete transition level of need tool for every child starting school (reception/nursery class)starting school/nursery class |  |
| **March** |  |
| Block time for schools to visit in June/July |  |
| Plan for time/budgetary implications around transition e.g. cost to cover staff spending time with teachers/parents/carers/ other professional |  |
| **April** |  |
| Ask parents/carers to inform setting of their child’s allocated school place |  |
| Ask feeder schools to provide transition resources such as book bags/uniform/ transition books |  |
| Send transition information about each child to new setting |  |
| **May** |  |
| Prioritise transition for children identified with intensive/ personalised needs |  |
| Continue  to ask parents/carers to inform setting of the place they have been allocated school place |  |
| Set up role-play area using the transition resources from schools |  |
| Ensure a selection of books are available that discuss change at an age-appropriate level |  |
| **June** |  |
| Complete and send transition record to new school |  |
| Be available for school practitioners to communicate and visit you |  |
| Prepare supplementary information to be passed to the school such as additional assessment information  or specific targeted plans  for children with identified intensive/personalised needs |  |
| **July** |  |
| Continue to be available for school practitioners to communicate and visit you |  |
| Contact schools that have not booked a visit |  |
| Signpost families to local community events being run over the summer (e.g. library reading challenge) |  |
| **August** |  |
| Update website ensuring that all information and photos are current including photos of the setting and staff |  |