**Reception Class Annual Transition Planner (Preschool to Reception cohort)**

|  |  |
| --- | --- |
| **September** |  |
| Ensure provision is set up to reflect the needs of the new cohort |  |
| Additional home visits completed for priority children |  |
| Evaluate September transition procedures - invite parental contribution:  coffee morning/survey/ questionnaire |  |
| Map out transition events for the new academic year on the whole school calendar |  |
| **October** |  |
| Parent/carer meeting to explain the curriculum |  |
| Parent/carer consultations (dependent on individual school) |  |
| Plan Autumn term tour for potential new parents/pupils - who, when, how? of children identified as a requiring targeted/specialist support including SENCO/ other professionals |  |
| Arrange  meeting, including SENCO/other  professionals, with families of children identified as a requiring intensive/personalised support |  |
| **November** |  |
| Arrange  follow up meetings with parents/carers/ SENCO/other professionals where required |  |
| **December** |  |
| Signpost families to local community events being run over Christmas |  |
| **January** |  |
| Review website and ensure that information  and photos are upto- date |  |
| Arrange  follow up meetings with parents/carers/SENCO/other professionals where required |  |
| **February** |  |
| Arrange meetings with parents/carers to discuss progress |  |
| Signpost families to local community events being run during half-term |  |
| Use the transition planners from the toolkit to plan effective transition against each level of need |  |
| **March** |  |
| Review time required for PVI visits and inform SLT of any resources implications,  e.g. cover for staff |  |
| Review time required for PVI visits and inform SLT of any resources implications,  e.g. cover for staff |  |
| **April** |  |
| Review allocations confirmed and begin to identify those children for whom  you will require additional information  to support a smooth transition |  |
| Send out induction information to new families |  |
| Review the transition level of need tool for children that are moving to Recpetion |  |
| Signpost families to local community events being run over Easter |  |
| **May** |  |
| Use the transition planners from the toolkit to plan effective transition against each level of need |  |
| Arrange meetings or home visits with families where children have not attended any previous provider or are out of county |  |
| Prioritise transition for children identified with intensive/ personalised needs |  |
| Book pre-school visits for all children |  |
| Begin transition processes for children moving to Reception (see Reception annual planner) |  |
| Signpost families to local community events being run during half-term |  |
| **June** |  |
| Visit pre-schools prioritising those identified with intensive/ personalised needs |  |
| Arrange  meetings with relevant agencies/ professionals (e.g. SENCO/parents/carers/Speech and Language Therapists (SALT)) |  |
| Weekly induction visit timetable for priority children |  |
| Parent/carer induction meeting |  |
| **July** |  |
| Continue pre-school visits for all children |  |
| Induction session(s) for all children |  |
| Home visits completed with priority given to those identified as requiring intensive/personalised support |  |
| Home visits for all children completed where necessary |  |
| Signpost families to local community events being run over the summer (e.g. library reading challenge) |  |
| **August** |  |
| Send welcome letter to new Reception starters |  |