**Transition Plan Suggestions for Children moving from a pre-school setting into Reception**

## Gathering information and building relationships

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| **Strategies** | **Extra detail / explanation** | **Persons involved. Lead professional in bold.** | **By who?** | **When?** |
| **Class teacher to visit the child in their current setting** | To observe the child playing and exploring in their current provision where their learning approach is established and to discuss with staff strengths and areas of development for that child | ***•* New setting**  • Child  Current setting - keyworker |  |  |
| **Home visit** | Two members of school staff to offer a visit to the child and the family in their home and to meet with them to start building positive relationships and to gather relevant information to ensure a smooth transition | **• New setting**  • Child  • Parent/carer |  |  |
| **A welcome pack** | Created by staff within the school which provides photographs of the staff and a brief descriptions of their roles, so that children know who will be in school. Photographs of the provision to motivate and inspire the children should be included so that the children know what they will be able to do when they get there. | **• New setting**  • Child  • Parent/carer |  |  |
| **A ‘Keeping in Touch’ postcard** | This can be sent out during the summer holidays with a message such as, “We are really looking forward to meeting you...”  This could be posted or even a virtual postcard if a lot of children are in the new cohort. | **• New setting**  • Child  • Parent/carer |  |  |
| **Opportunities for parent/carer conversations**; | These could be in the form of ‘book and biscuit’ mornings, Stay and Play sessions or just telephone contact information for questions or concerns. This would help build strong parent and child relationships with the school staff and alleviate any anxieties. | **• New setting**  • Child  • Parent/carer |  |  |
| **Set up effective communication** | Set up communication and correspondence with new parents, ensuring information is clear and welcoming.  Ensure that you give parents opportunities to ask questions throughout the process of transition.  Make provision for parents with English as an additional language or those with poor literacy skills. |  |  |  |

## Places: increasing the child's knowledge and familiarity with the new learning environment

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| **Strategies for when parent/carer accompanies child on the visit** | **Extra detail / explanation** | **Persons involved Lead professional in bold.** | **By who?** | **When?** |
| **An initial physical tour of school to familiarise themselves with the school environment** | This should take place during the school day, if possible, so that the child and the parents can ‘get a feel’ of the atmosphere and the learning through play ethos in the school. The child will also start to become familiar with what the new learning environment will look like.  Some children/families might benefit from a second visit together. | **• New setting**  • Child  • Parent/carer |  |  |
| **A booklet containing photographs of the different parts of the Reception learning environment and school** | Either a booklet or a link to the website which shows the Reception learning environment, what the coat pegs and toilets look like and also key places in the wider school, including the hall, the toilets, the playground, forest school etc. The children will then know where they are going and what they will be able to do when they get there. | **• New setting**  • Child  • Parent/carer |  |  |
| **A simple map of the learning environment** | Identify the key areas such as the carpet where the whole class will sit, the Class Teacher’s chair, the interactive whiteboard, the coat hooks, etc. This could be part of the booklet. It could be drawn by another child in the school! | **• New setting**  • Child  • Parent/carer |  |  |
| **A virtual tour of the school** | This could be included on the school website for the child and parent to look at in their home once they have visited school to remind themselves of what they had seen and also give the child chance to ask questions about anything they were unsure about, in the safety of their home. | **• New setting**  • Child  • Parent/carer |  |  |
| **A series of visits before the official start at School** | Chance for the child to spend time in the new setting with their new peers and for new families to meet up and start making connections  .  Planned transition activities will be able to address the differences children and families will experience. They will give children and families opportunities to find out information about the new school and become familiar with new routines and with the new people they will meet.  The child and parent can be part of planned events specifically throughout the second part of the summer term so new families can get to know the provision before their child starts in September.  These events could be: -   * at key times of the school day with the parent such as arriving at school at the start of the day, being part of registration time on the carpet, staying for lunch, home time, etc. * for Stay and Play sessions where both the parent and child take part * for short activity times without the parent e.g. story time, a teddy bears picnic | * **New setting** * Child * Parent/Carer |  |  |

## Sharing information: increasing understanding of the child’s interests and needs during and beyond transition.

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| **Strategies** | **Extra detail / explanation** | **Persons involved.**  **Lead professional in bold.** | **By who?** | **When?** |
| **Sharing key information** | Facilitate as many opportunities to share any information about and experiences the child’s strengths, needs, likes, dislikes, motivators, triggers etc.  Respond sensitively to parents’ anxieties. | **• New setting**  **•** Child  • Parent/carer   * Current setting - keyworker |  |  |
| **Tapping into the Pupil Profile** – each one unique | Access and read all incoming information on individual children.  This profile will contain an outline of the child’s needs from the Parents’ and current setting’s perspective and should be shared with all staff who will come into contact with the child.  Highlight and brief all staff on any children who may be vulnerable and/or have special educational needs. | **• New setting**  **•** Child  • Parent/carer   * Current setting - keyworker |  |  |
| **Include the voice of the child in a meaningful way.** | Talk with the child during their chosen play activities to find out what they enjoy doing at pre-school, who they like to play with, what is their favourite toy and see if they can share their learning journey with you – some photographs to talk about. This might help them talk about anything that worries them as well | * **Current setting – keyworker** * **New setting** * Child |  |  |
| **Contacting any specialist agencies involved** | Notes of previous input should be clearly read and understood before the child starts at the new setting. Agencies such associal care and/or health professionals who are actively involved with the child should be contacted and invited to provide any further advice, guidance and/or training to support effective transition planning. | * **Current Setting and New setting** * Other Professionals |  |  |

## Moving on: increasing the child’s understanding of moving on from pre-school to School

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| **Strategies** | **Extra detail / explanation** | **Persons involved.**  **Lead professional in bold.** | **By who?** | **When?** |
| **Moving on activities** | * Talking to children about starting school and offering opportunities to share their feelings, such as at circle time. Reading books with them about starting school. * Reading ‘Starting School’ books at home. * Setting up school role-play activities, to include uniform or book bags and reading books about starting school * Encouraging the children to become more independent at lunch and snack times, putting on their coats and shoes and with personal self-care in readiness for starting school. * Group activities such as working towards a Leavers’ Assembly or Graduation. Other activities might include a ‘goodbye’ book with a message from each member of staff or some other memento. | **• Current setting**  **•** Child  • Parent/carer |  |  |

## Routines: increasing the child's participation in and confidence with routines. These routines may be home-based, setting-based or focused on travel between home and setting.

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| **Strategies** | **Extra detail / explanation** | **Persons involved**  **Lead professional in bold.** | **By who?** | **When?** |
| **Information booklets for families** | Addressing issues such as school lunches, milk and snack arrangements, school times alongside home-based routines e.g. self-help skills, bedtime routines, what is my uniform, what goes in my school bag, what will my snack be? | **• New Setting**  **•** Child   * Parents/carers |  |  |
| **Encouraging parents/carers to walk to/drive past school** | This will help the child can familiarise themselves with the route and look of the building and surroundings. Repeat this activity at key times of the day so that the child experiences it at different times when there might be a few or a lot of people around, small groups or a large crowd, additional traffic etc.. | **• Parent**  **•** Child |  |  |