



Preparing Children for Transitions from Early Years to School

Some ideas for settings to consider during restrictions caused by COVID19

Contact the Parents



- Contact the parents at home either by phone, Skype or Facetime to discuss transition to school and offer support with any concerns. Find out from parents what school the child is going to attend.

Preparing Paperwork

- Create an All About Me document, highlighting the child's interests, what they are looking forward to about school, and any concerns. If you do not see the child this term, request parents to complete it or video call the child and complete this together. This document can then be forwarded on to the school (see example below).
- Complete an EYFS tracker of progress using information recorded and information gathered from parents. This information may not be accurate up to date representative of a child's progress at this time but will give the teachers a guide.

<https://www.suffolklearning.co.uk/early-years/eyfs-in-suffolk/assessment>

Contacting the Schools

- Nominate one person in the setting to contact the school and discuss transitions for this term. Having one person calling the schools will prevent schools being overloaded with additional work when they may be functioning on limited staff. It would also be helpful for settings to keep up to date with information schools are sharing on their website.
- Explore with the school the use of technology to support transitions for example using online systems such as Tapestry, ensuring all the appropriate permissions have been agreed with parents /carers.
- Request schools to send photographs of key places within the school building as well as teaching staff. If a child is unable to attend the school before they arrive these photos may help to familiarise them with their new surroundings.
- The teacher and assistants may also be willing to complete a One Page Profile of themselves to send to the children.



Some additional ideas to support transitions for vulnerable children and children with SEND

Paperwork



In addition to the 'All about Me' documentation, invite parents to complete a Transition Passport and One-page profile.

The Transition Passport and One-page profile will supplement the records of development.

<https://www.suffolklearning.co.uk/early-years/inclusion/transitions>

<http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/>

- Pass on any other relevant documentation such as, EYFS assessments, SEN support plans, risk assessments, - including emergency evacuation procedures, behaviour support plans, health care plans, EHC plans and PEP plans.

Parents



Liaise with parents to gain information about the activities their child has been doing at home/or pre-school during the restrictions for Covid 19.

Refer to the document 'Supporting your child on their journey from Early Years setting to Reception Class' for further ideas for parents around transition.

Where appropriate use individualised social stories about starting school.

<https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx>

Communication

- Ensure information is shared about how the child communicates, for example, is the child supported with visual aids or using alternative means of communication.



https://www.makaton.org/aboutMakaton/TheMakatonCharity/charity_news/coronavirus-covid19-signs

<https://www.makaton.org/>

<https://www.suffolklearning.co.uk/early-years/inclusion/visual-support>

Specialist Equipment/Adjustments



Share information with the school about any specialist equipment that is being used by the child.

Liaise with the school regarding any adjustments that need to be made. For example, does the child need a 'chill out' area?

Health

- If a child has health needs, ensure information is shared with the school. This includes any specific training or interventions (if specific training is required for staff, this information must be shared as soon as possible).
- Are there other procedures that need to be in place to support the child's health needs as a result of Covid 19.

<https://www.suffolklearning.co.uk/early-years/inclusion/health-care-guidance>

Other Professionals



- Support parents to inform other professionals involved, i.e. physio / SALT, Early Help Team, Social Worker so that they are aware of the transition arrangements, enabling their input to be planned.
- Discuss timescales for any future referrals.

Additional Funding

You may wish to let the school know how any additional funding you have received has been used (SEND funding, EYPP).



All About Me

My name is:

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This is me: *(draw/photo)*

My interests:

What am I looking forward to about school?

What am I worried about with going to school?

My favourite book is:

The people important to me are: