

Leadership and Management

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A whole setting approach to supporting all types of transition across the organisation is essential.

Some team members may have a more active role in the planning of setting to school transitions for example, whilst others may take the lead in supporting transitions from room to room.

Key Points about Transition

Transition is a process, not an event.

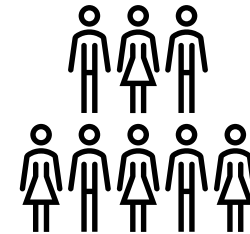
High quality transitions recognise the importance of feeling “known”.

Some children are particularly vulnerable at time of transition.

Transitions are opportunities for professional dialogue.

Every body has a role to play. Managers and Committees must have an overview of transition processes across the setting and the individual responsibilities of practitioners.

During key transition times throughout the year, Managers and staff teams will need additional time to plan and support children’s transitions effectively.



Recognising the importance of effective transitions as key to their overall success.

“The resources involved in preparing for smooth transitions are significant and dependent on the commitment of Leaders and Managers, and on a good understanding of the positive benefits for children.”

Council for Disabled Children

Key Principles for Managers and Committees

Collaboration

Discuss transition plans with the whole staff team, utilise everybody's experiences and knowledge to inform setting plans.

Research

Spend time finding out how other settings plan for transition – can you borrow any good practice ideas?

Prepare

Good transitions take time and preparation and are likely to involve freeing up various staff members (especially during key handover times such as the beginning of term and towards the end of the Summer term). Time out and cover costs need careful consideration and a balance achieved wherever possible.

Evaluate

Following periods of transition get your staff team together and talk about what went well and what could have been done better.

Use discussions as a way of reflecting upon processes and adapt plans were necessary.

SEND

Occasionally specific resources may be required to support a child transitioning into your setting.

Meet with your SENCo to discuss plans for the forthcoming term; will any specialist equipment be required, will enhanced support be necessary? Consider accessing SEND funding.