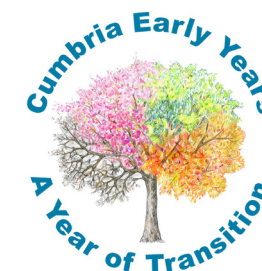







# A Year of Transition – The pre-school year



	<b>Autumn 1 Sept-Oct</b>	<b>Autumn 2 Nov-Dec</b>	<b>Spring 1 Jan-Feb</b>	<b>Spring 2 Mar-Apr</b>	<b>Summer 1 Apr-May</b>	<b>Summer 2 June-July</b>
<b>Supporting the child</b>	<p>Look at cohort and individual's gaps in learning and skills. Is a focus on a particular area of learning or skill needed? Do your environment or routines need altering to support this?</p> <p>Consider the list of school-readiness skills and plan how to support children with these. <b>(see document -Preparing children for Reception – useful skills)</b></p>	<p>Continue to prioritise supporting children's independence and resilience skills <b>(See document - Developing independence and resilience)</b></p>	<p>Contact local schools and ask for current photos of staff/classrooms</p>	<p>Create photo albums of local schools. Include photos of EY staff and important places – classroom, hall, toilets, pegs, outdoors etc. Introduce the books to the children and talk about the pictures. Leave accessible to children. Add school uniform items to dressing up resources/on teddies.</p>		<p>If possible, arrange for key workers to take groups of children to visit their new school.</p>

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<b>Supporting the family</b>	Give out parent leaflet – <b>Transition ideas for parents</b> Remind parents to apply for school place. Display poster. Identify families who may need support with this.	Use your regular communication methods or hold meeting with parents to explain how you are focusing on school readiness and skills, what these are and how parents can support this at home. Discuss school expectations. (see document - <b>Preparing children for Reception - useful skills</b> )	Remind parents of the deadline for school applications - ..... January (check date on CCC website)		School place confirmations sent to parents – ..... April (check date on CCC website)  Reminder to parents about developing children's independence and resilience skills and how they can support this at home. ( <b>See document - Developing independence and resilience</b> )	
<b>Supporting the school</b>	Reflect with the schools on how the transition for the previous cohort went. Are any changes needed to improve the process?				Contact schools. Invite school staff to visit setting to meet children and talk to key person.  See if there are any events at the schools that you could take your children to, or invite the Reception teachers to yours – Sports Day, Teddy Bears Picnic, Storytime, Stay and Play etc	Attend local transition clusters.  Complete and send <b>Information to share</b> sheet to schools.

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<b>Additional support for children who may need it (Transition +1, +2 or +3)</b>	<p>Identify which children will need extra support with transition due to their SEND, anxiety or other issues – see <b>Transition support for All</b> document. Hold meetings with parents &amp; any professionals involved to consider how to support the child develop key skills and to discuss school options. Read the document – <b>Points to consider when supporting enhanced transitions</b>. Develop a <b>Transition support plan</b> if appropriate.</p> <p>Encourage parents to visit/contact schools. Identify families who may need support with this.</p> <p>Review SEN Support Plans/EHCPs with parents.</p> <p>Support child to develop resilience and independence (see guidance <b>Developing independence and resilience</b>)</p>	    	<p><b>Review SEN Support plans/transition support plans</b> with parents. If likely school is known invite the school SENCO to the meeting. You could use the <b>Points to consider when supporting enhanced transitions</b> document to help focus these meetings</p>		<p>Invite school staff to visit setting to meet child and talk to key person.</p> <p>Hold meetings with school, parents and professionals - review support plans/ EHCPs/healthcare plans and discuss enhanced transition plans (e.g. extra visits/staff training needed). Use the <b>Points to consider when supporting enhanced transitions</b> document</p> <p>Child may need additional visits to school. Can setting staff support with some of these?</p> <p>School staff may need extra visits to setting to get to know child/learn from you how best to support them</p>	<p>Area SENCO and Health reports.</p> <p style="text-align: center;">                           If child is on Early Help, complete an online Early Help change of coordinator form to change coordinator to School SENCO                 </p>

\*Documents noted in bold are available within the Transition toolkit on the Early Years pages of the County Council website.

**Our Transition co-ordinator is**