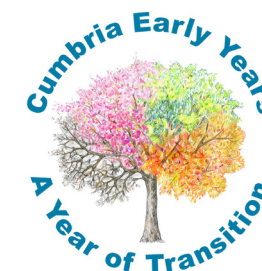







# A Year of Transition - Reception



Autumn 1 Sept-Oct	Autumn 2 Nov-Dec	Spring 1 Jan-Feb	Spring 2 Mar-Apr	Summer 1 Apr-May	Summer 2 June-July
<p>Reflect with your feeder settings on how the transition for your current class went. Are any changes needed to improve the process for the next cohort? Ask the new parents if there was anything they wished they had known or that you could have done better.</p> <p>If any children are struggling to settle, consider contacting their previous setting for advice on strategies that worked in the past.</p>	<p>Consider an open day or arrange times for prospective parents to visit school.</p>	<p>If you are aware of children with additional needs who are likely to attend your school, contact their current setting and ask to attend any TACs or reviews. Discuss whether there may be any staff training needs – you may need to book these.</p> <p>Discuss with the parents and setting whether any children may need an enhanced transition (due to SEND, anxiety or other issues) See the document <b>Transition support for all</b></p>	  	<p>Are there any events you could invite feeder nurseries to, or could you organise one? (Sports days, plays, Teddy Bears Picnics, Stay and plays etc)</p>	<p>Attend your local transition cluster.</p> <p>Ensure you receive the transition document – <b>Information to share</b> from your feeder nurseries and use them to plan provision for the new cohort of children.</p> 

Autumn 1 Sept-Oct	Autumn 2 Nov-Dec	Spring 1 Jan-Feb	Spring 2 Mar-Apr	Summer 1 Apr-May	Summer 2 June-July
<p>Consider and update any information for prospective parents/children on your website. Could you record a virtual tour, an introduction to staff or yourself reading a story? Could you have a dedicated section on your website for prospective new starters and their families, with all the information in one place?</p>		<p>If feeder nurseries are producing photo albums of schools to share with the children, send them recent photos of staff and the classroom, hall, outdoors etc</p>		<p>Once admission lists are issued, contact feeder settings and arrange to visit the children there if possible. Talk to the key workers and play with the children. If this is not possible, try to have a telephone conversation with their key worker.</p> <p>If possible invite feeder nursery staff to accompany children on taster days. This is especially important for children at Transition+1, +2 or +3. These children may need extra visits.</p> <p>Consider how you may need to support your current cohort with their transition to Year 1 (see document <b>Transition from Reception to Year 1</b>)</p> <p>Invite Yr 1 teacher to any EHCP reviews/TAC meetings for current cohort children.</p>	   <p>Arrange parent meetings and taster sessions for new starters. Provide information on how parents can support their children to be ready for school. You could share the documents – <b>Transition ideas for parents and Preparing children for Reception – useful skills</b></p> <p>Meet with the Year 1 teacher to discuss the EYFS profile for each of your current cohort, their C of EL, needs and interests. Arrange for children to visit Yr 1 classroom. Discuss any adaptations needed to Yr 1 curriculum or classroom, particularly for children with SEND.</p>