

2021 Suggested Transition Timeline

**Suggested Transition Timeline 2021**

**Those who are about to start school for the first time are a unique and complex group of children that will need a carefully planned transition. It is paramount that personal and social development is a priority. It has been an unprecedented time during the Covid19 lockdown and the impact on families with young children will be vast and complex.**

The DFE Early Years Good Practice Guide Research Project highlighted 3 broad areas for a successful transition

* Gathering information about the child
* Working in partnership with the other setting/s
* Providing information and support to parents and carers

The key factors in supporting a good transition to school are;

* A **commitment** from all professionals to support every child fully with a shared and consistent approach
* A commitment to develop clear **communication** links
* **Continuity** of support for children transferring from a provider and/or childminder
* Working in **partnership** with parents

**Issues to consider:**

* Socially Isolated
* Highly stressful home situation including fears
* Possible loss of family members and dealing with grief
* Increased in domestic violence in some households
* Poverty, hunger, and deprivation
* No physical contact with extended family
* Lack of opportunities for play and physical activities
* Limited access to outside open spaces and nature
* No playing with friends or other children
* Home learning will be diverse and sporadic
* Emotional and behaviour difficulties
* Expectation for learning routines will differ greatly

Transition and information gathering between the child family, providers and/or childminders, and any other professionals involved in working with the child is an essential element of an effective transition. Schools should establish a clear understanding of one another’s aims, purpose and philosophy.

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| **Summer** | **Spring** | **Autumn** |
| Summer 1  May-June  Summer 2  June-July | Spring 1  January-February  Spring 2  March-April | Autumn 1  September-October  Autumn 2  November-December |
| Visit to provision/school to alleviates any fears and prepares the children for where they are going to be going next.  Complete transition pack with parent/s.  Induction visits arranged with parents/carers and/or with practitioner (Provision/Childminder)  Early Years summary/transfer report sent to provision/school.  Visits to new setting/ school to alleviates any fears.  Photo book/Poster or power point about the new setting/school include a video tour  Photos of key staff  Information received from provision – Transition report  Stories about starting school, transition, fears and worries (see book list)  Review:  Transition policy  Settling in policy | Communication with parents regarding school admissions application process  Deadline- January for reception age children  Transitions meetings to be arranged and plan meetings  Transition meetings arrange and planned for children with SEN&D. | Evaluate transition process:  Sharing of information  Continue to develop and build close links with main feeder providers/childminders |