

Transition Timeline

- Setting action
- School action
- Vulnerable child action



Contact your feeder schools and introduce yourself, share contact details

Meet parents virtually as a 'Meet the Teacher' informal meeting.

Share 'unique child' information with feeder school for all children, including safeguarding.

Send a video link to the children who have transitioned to school. Wishing them well on their new adventure.

Identify children who will need extra individual support during transition.

Make contact with the new families welcoming them to school.

Arrange dates to talk to the key person for each of the children coming to your school.

Arrange individual familiarity opportunities (e.g. visits to settings, door step visits).



Check back in with the children at school to see how they have settled.

Organise date for a Transition Partnership Agreement (TPA)/PEP meeting with school, parents and other agencies.

Key person arrange meeting with DT/SENCo.



PARENTS



CHILDREN



Visit your feeder settings and get to know incoming cohort.

Home visits to your incoming cohort.

Arrange an opportunity to share additional information for specific children

Record a virtual tour of your classroom and school. Share this with feeder settings and parents.



Stay and play sessions after you have visited the children at home.

Name a transition co-ordinator to be the main contact for schools.

Try doing a 'virtual' story with your feeder settings or when the children are at home.

Arrange to individual virtual opportunities (e.g. social story, virtual tours, virtual chats, stories)

Reflect new children in the learning environment to welcome them e.g., display/transition objects/ family photographs.

Name a transition co-ordinator to be the main contact for settings.

