



Transition from Early Years settings into school

A Best Practice Guide

Valuing parents

When transitions are good...

The parent* is valued as the first educator of their child.

Transitions can be more effective if you...

Involve parents in establishing their child's starting points.

Building Trust

When transitions are good...

The school offers varied opportunities for children and their parents or carers to visit in the months prior to entry.

Regular meetings between staff from the Early Years setting and school provide opportunities for professional conversations e.g. continuity of practice, assessment.

Transitions can be more effective if you...

- Produce a school welcome pack that includes photographs of the learning environment and key staff as well as information about the typical routines of the school day
- Ensure that the learning environment is fully inclusive and meets the needs of **all** children entering the school

*By 'parent' we mean anyone legally responsible for the care of a child.

Clear communication

When transitions are good...

Pre-entry procedures include the collection of essential information from parents about the child's needs, likes, learning and development.

Transitions can be more effective if you...

- Regularly update Parent Boards to display information about what happens in the school. Labelled photographs of children learning through play are an effective way to highlight successes and progress
- Agree transition activities for the year with Early Years settings and share these with parents. This gives plenty of advance notice about transition events

Working in partnership

When transitions are good...

The Early Years settings and school have a positive relationship built on professional respect.

Transitions can be more effective if you...

- Develop "school" role play materials with feeder Early Years settings for use during the summer term. School sweatshirts, lunch boxes and lunchtime plates/trays, book bags, books and photographs all encourage children to explore ideas about "going to school"

Sharing information

When transitions are good...

The key person in the receiving school becomes aware of the on-going emotional needs of the child.

The school uses information from the Early Years setting and parents, along with discussions with the Key Person to inform starting points for planning on entry to school.

Transitions can be more effective if you...

- Make a simple book about the school, including photographs of key staff and the school environment, for Early Years settings to use in their book area. Involve the children in the making of these books
- Invite Early Years practitioners to visit the children once they have started school. This can help to develop a shared understanding of children's experiences and stages of development

When more support is needed

When transitions are good...

There is a clear procedure for the secure sharing of information about a child with additional needs.

Transition meetings are held where parents, key adults from the setting, other professionals and school staff are able to share information about the child and plan to ensure their needs can be met in school.

Getting to know the child

When transitions are good...

The Early Years setting sends an assessment of each child's stage of development and needs to the receiving school prior to entry.

The setting invites school staff to visit their "new" children in the familiar environment of the Early Years setting and to talk to key practitioners about individual children's needs and development.

These visits will enable the school to plan their learning environment to meet the needs and interests of the children.

Early Years Settings and schools working within the Early Years Foundation Stage have a statutory duty to ensure continuity for children during periods of transition.

On-going smooth transitions support the personal, social and emotional development, learning and future success of every child.

Good Transition practice uses knowledge of the child's experiences within the family, values good relationships with parents and carers and offers support for continued learning at home.

Transitions are of the highest quality when they are organised around the needs of the child

When Transitions are good....

- The school has a policy for transitions, including starting and leaving
- All staff are involved in ensuring that this is effective and reviewed regularly
- The policy should be inclusive and meet the needs of **all** children and families
- Both the school and the setting include transition practice in their self-evaluation processes
- The school regularly seeks the views of parents and children about transitions and uses these to inform practice

This leaflet is part of a series designed to support and enhance transitions in all Early Years settings and schools.

For further information visit

www.norfolk.gov.uk/children-and-families

Advice and support can also be accessed by contacting the Early Years Achievement Team on 01603 222300 Option 3