Developing effective, supportive transitions Leicester City Council logo
  
**adapted from: Developing effective, supportive transitions**

| **Prompts to support reflection and planning** | **How do we do this now?** | **What could be improved?** |
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| **See transition as a gradual process, not an event**   * Arrange visits both ways (child to the receiving setting and the key person visiting the child in the current setting) to build new relationships. * Share photos from home and settings, to build familiarity * Focus on children’s emotional wellbeing within positive relationships, prompting their confidence and trust. * Take time to orientate children to the new surroundings and resources. Identify clearly things that are the same as in their previous experience, and things that are different. * Observe children in their activities; identify children who may need extra care in the new situation, and plan ways to support them |  |  |
| **Aim for continuity of practice, with similar conditions for learning**   * Use information from parents and settings to understand individual children’s interests, achievements, and needs. * Review the physical environment from a child’s point of view to ensure it is welcoming, and contains familiar images and resources. * Adopt a flexible approach to the curriculum, ensuring it is relevant to the children’s interests and home experiences. * Provide time for the child to rest and to be active to meet their current and on- going needs. * Mirror the approach to learning from the EYFS, ‘including: * First –hand experience * Learning using senses and movement * Play * Learning inside and outside the classroom * Work at length and depth * Organisation that allows independence * Partnership with parents and carers * Observation-led assessment |  |  |
| **Maintain strong communication with colleagues, parents, children**   * A clear policy on transition is shared with all staff and parents. * Parents/carers and children can prepare on- going ‘all about me’ information to share with all practitioners. * Find out about the child’s ethnicity, languages, special educational needs and abilities to ensure planned experiences are relevant and appropriate. * Arrange a welcome meeting for parents before the child joins, and find out what their questions are. * As well as an open-door approach for regular parent-and key worker(s) communication; plan information-sharing meetings. * Make regular contact with parents and key workers such as newsletters or electronic updates to keep parents informed. * Establish links between different settings and with other professionals who know the children. * Provide opportunities for children to find out and share information about their different settings. Encourage them to share their thoughts, questions and perceptions. |  |  |