*This guidance was first distributed in June 2020 to support children and families through Covid. Much of the information is still relevant so it has been updated to reflect present day with some new links added.*

***New sections added:***

*Annex A: Useful links to support the home learning environment and children and families getting ready for school*

*There are perhaps three, key, interconnected themes of transition for children and young people alike, both for sending and receiving settings. These are likely to apply to all children in your setting currently and not just those about to have a significant transition:*

* *Gathering and sharing of information*
* *Communication opportunities and relationship building*
* *Supporting emotional well-being*

*This document is:*

* *designed to act simply as an aide memoire, recognising that all settings and schools have their individual contexts, processes and procedures already established in relation to supporting and enabling effective transition. Each section defines groups of children to consider, sets out expectations for schools and settings in terms of actions and then identifies key partners and agencies with which settings could access further support if required.*
* *by no means intended to serve as a ‘checklist’, rather it is hoped that it will be a useful tool for all those involved in planning effective transitions for children.*

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|  | **Ready Settings / Ready Schools** |  |  |
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|  | **What do we need to consider?** | **How can we use or adapt best practice?** | **Links to other LA support, agencies and organisations** |
| **Home to pre-school setting** | The child would be unfamiliar with the setting and will require additional information due to young age  Establishing interests and needs ahead of starting in the setting  Developing attachment bonds with key person and building friendships. | Setting send home photos/videos of key persons and room environment – parent to share with child and talk about their visit.  Depending on age of child – chat with child and parent / main carer to complete an ‘All about me’ that may usually happen ahead of a settling in visit  Time and space to become familiar with adults and children in the room – consider putting together photo packs of key person groups to share with permission and taking account of safeguarding  Comforter or familiar item when needed – this needs to be in line with guidance on bringing items from home – important to remember this differs from older children bringing in items to play/share with friends | [All About Me forms from Essex](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc) |
| **Pre-school setting internal transition** | Keyperson and child relationship is critical for secure transitions by rebuilding bonds and forming new attachments.  Ensuring a child centred approach - champion a holistic and developmentally appropriate learning experience.  Awareness of shared care partnership between practitioners or childminders.  Supporting welfare of practitioners. | Meetings between existing key person, new keyperson, child and family.  Consider whether the previous key person could spend some time in the new room /spend time in outside area with child and new key person  Share development records to support emotional and learning needs and allow time for conversations between practitioners to support transitions.  When relevant, ensure you pass on the Two-year-old Progress Check and any outcomes from an Integrated Review if one took place.  Use the characteristics of effective learning to support planning.  Allow time for reflective discussions to support all practitioners with well-being.  Maintain supervision meetings so staff have regular opportunities to discuss any concerns or issues around their wellbeing confidentially | [Attachment theory information from Early Education](https://www.early-education.org.uk/attachment-and-trauma-aware)  [All About Me forms from Essex](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc)  If concerns around the integrated reviews - link to [Essex Child & Family Wellbeing Service](https://essexfamilywellbeing.co.uk/)  Supporting staff wellbeing:  [Advice from EY Alliance](https://www.eyalliance.org.uk/mental-health-and-early-years-workforce)  [Advice from NHS](https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/)  [Advice from Anna Freud Centre for families and children](https://www.annafreud.org/schools-and-colleges/resources/supporting-staff-wellbeing-in-schools/) |
| **Pre-school to school (Reception)** | Relationship Building  Sharing of Information about the child  Sharing of information about the Early Years in School | Meetings between key staff in school and settings, such as key person and teacher, respective SENCOs, Family support etc.  Complete the Transition Passport and include information from the family/child. Contact feeder schools to identify how to share the information with them.  Schools adding information on websites to provide information e.g. a virtual tour/ photographs of the environment, the staff  Reflect on the different ways you managed transition in 2024 – what practices will you adopt, adapt or abandon for this year?  The reflective document for schools: ‘Are you ready for your four year olds?’ has been updated | [Essex Transition Passport](https://eycp.essex.gov.uk/media/1304/g-early-years-provider-website-contents-16-schools-ds17_6017school-readinessbookletpages.pdf)  [The All About Me Home Language Profile is available for added information](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-promote-equality-and-inclusion-in-my-provision/english-as-an-additional-language/)  [To contact your EYEP](https://eycp.essex.gov.uk/contact-us/)  [To find your SEND Inclusion Partner](https://schools.essex.gov.uk/pupils/SEND/Pages/default.aspx)  [To contact Essex Child and Family Wellbeing Service](https://www.essexfamilywellbeing.co.uk/) |
| **Reception to Year 1** | Review your transition  Processes from 2024, what practices will you adopt, adapt or abandon for this year?  What information will be required for effective curriculum planning for September?  Opportunities for getting to know year one teachers and building meaningful relationships built on familiarity and trust | Year 1 teacher needs to consider familiarising themselves with the ‘Characteristics of Effective Learning’.  Meeting between key EYFS staff and receiving year 1 staff to focus on how children learn in recognition of the gaps in attainment and learning experiences for some children  Consider creating a one page profile for the teacher and other staff who will be working in year one. This could mirror the ‘All about me’ or transition passport format for children. | [Early years foundation stage profile handbook](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/858652/EYFSP_Handbook_2020v5.pdf) -  [All About Me forms from Essex](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc) |

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|  | **Ready Families** |  |  |
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|  | **What do we need to consider?** | **How can we use or adapt best practice?** | **Links to other LA support, agencies and organisations** |
| **Home to pre-school setting** | Parents may be facing anxieties around sending their child to pre-school for the first time  Parental anxiety may be passed to the child meaning families require additional support  Families first experiences of the Early Years sector and may not be aware of the range of services available to support | Reassuring parents - sharing risk assessments/policies/procedures in place t  Meetings prior to parents and children visiting to share all procedures to ensure mutual understanding of how the settling/transition will take place  Supporting parents in working through emotions linked to returning to work and dropping child/children back at nursery eg guilt, anxiety, concern etc  Gathering contacts of Family Hubs and other local well-being support groups for parents  Sharing Settling In, KP, Attachment information with parents to ensure a mutual understanding of how both can support child | [Essex Child & Family Wellbeing Service](https://essexfamilywellbeing.co.uk/)  [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf)  [Tiny Happy People – Activities for children 0-5](https://www.bbc.co.uk/tiny-happy-people/activities/zjh8hbk) |
| **Pre-school setting internal transition** | Key person to contact families, being responsive to beliefs and perceptions around transitions.  Consider how families can be responsive to their children’s needs around transition.  If families are using more than one childcare setting - all settings to ensure information regarding sharing procedure is in line with legislation. | Initial conversation to capture the family’s priorities and favoured way to be contacted. Meetings, telephone calls, emails etc.  Allocate time to work in partnership with the family to support transition and ‘lived experiences’.  Ideas for families to support their children within the home learning environment e.g. TLC.  Effective partnership working is in place with other professionals supporting the child to deliver enhanced support. | [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf)  [Talk, listen, cuddle](https://www.tlc-essex.info/noticeboard/)  [Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer](https://send.essex.gov.uk/) |
| **Pre-school to school (Reception)** | Information for parents/carers  Home learning environment  Information about a child’s learning and development | Meetings with key person, family and school, particularly for vulnerable children.  Supporting parents to have conversations with children about starting school.  Consider setting up support groups for parents before the Summer holidays  Add information to the school website to support home learning opportunities  Have conversations with parents about their children’s learning and development and  complete a Transition Passport with them electronically or as a hard copy. | [What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](https://foundationyears.org.uk/files/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf)    <https://www.tlc-essex.info/getting-ready-for-school/>    <https://www.tlc-essex.info/skills-for-school/>  See Annex A for links to resources/activities to support families  See Annex A for ECFWBS Facebook links |
| **Reception to Year 1** | Methods of sharing attainment and progress information with parents that have been successful in Early Years  Parental understanding and awareness of the value of play, and practical approaches to teaching and learning at home | Drop-in sessions or parent consultations  Continue on-line learning journeys (or similar) into Year 1  Encourage families to share photos, create a scrap book of experiences or a shoe box with special items for children to talk about  Encourage parents to support their children to be active, inquisitive, to be resilient and persevere and to engage in lots of practical play-based activities and experiences. | [Working with parents to support children's learning](https://www.nurseryworld.co.uk/news/article/working-with-parents-to-support-children-s-learning)  [Transition shoe box and other activities](https://www.sensationaltutors.co.uk/transitioning-from-nursery-to-reception/)  <https://www.tlc-essex.info/what-is-play/> |

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|  | **Ready Children** |  |  |
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|  | **What do we need to consider?** | **How can we use or adapt best practice?** | **Links to other LA support, agencies and organisations** |
| **Home to pre-school setting** | Child is starting to develop a sense of self awareness and only beginning to separate from main carer for first time in some instances  Children having an awareness of what to expect when attending the setting and viewing this as a positive experience  Child is starting to communicate needs and setting is aware of what this might look like for individual children  Children’s previous experiences | Re-visit Quality Matters 0-3yrs – for general ideas on supporting young children in childcare  Staff to ensure their understanding of attachment and attachment items eg. blankie, teddy is clear and used appropriately and sensitively | [All About Me forms from Essex](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc)  [Essex Quality Matters materials](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/quality-matters-in-essex/) |
| **Pre-school setting internal transition** | Prioritise the wellbeing of each child and their emotional needs - reconnecting with friends and adults.  Listening to the child’s voice through observation and conversation.  Home experiences will be diverse therefore ensure anything planned for the child supports their emotional and developmental needs - ‘*scaffolding up not differentiating down’.* | Conversation needed to provide security for the child through a familiar adult or favoured toy/resource for security.  Transition welcome book including photos of adults and other children in the cohort (with permissions in place).  Using stories, rhymes sessions and postcards to familiarise the child with the transition.  Allocating time to link with parents on a regular basis, consider an electronic home/school diary and contact in a meaningful way. Consider how to embrace the experiences the families have had in creative ways eg. scrapbooks shared virtually or photos.  Complete a robust summative assessment and All About Me form with parents.  Reflect on Characteristics of Effective learning. | [Essex Quality Matters materials–](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-do-i-become-an-outstanding-practitioner/quality-matters-in-essex/)  [Trauma support – Attachment and Trauma aware](https://www.early-education.org.uk/attachment-and-trauma-aware)  [All About Me forms –](https://eycp.essex.gov.uk/media/1523/all-about-me-now-i-am-two-template.doc)    [Planning and assessment from Essex EYCC](https://eycp.essex.gov.uk/the-early-years-foundation-stage/how-can-i-help-all-children-learn-and-progress/) |
| **Pre-school to school (Reception)** | Feeling safe and secure  Relationships | Post videos of practitioners talking about different schools, holding up uniform, book bags, lunchboxes, school photo books etc. on setting’s website/Facebook page  Meetings with teaching staff and group of children before starting school to introduce themselves, to talk about their feelings about starting school, the environment, uniform, a typical day  Meetings sharing stories with children.  Add a video to the school website with a practitioner reading a story, talking about starting school.  Add activities for children to take part in over the summer holidays to website or Facebook pages | [TLC - 50 things to do before you’re 5](https://www.tlc-essex.info/playful-learning-at-home/)    <https://www.tlc-essex.info/skills-for-school/> |
| **Reception to Year 1** | Children may be feeling anxious about returning to school and separating from their main carer  Focus on core skills such as: confidence to talk to adults, reading for pleasure, gross and fine motor skills and number, that lay the foundations for lifelong learning.  Continued focus on how children learn, and supporting the characteristics of effective learning in the home learning environment | Encourage children to talk about their feelings about moving into year 1.  Focus on the language of similarity, not difference – there’s a fine line between exciting and overwhelming.  Build resilience in readiness for separating and framing starting in year 1 in a positive way  Offer mindfulness ideas to support wellbeing and coping with worries i.e. yoga and simple meditation.  Encourage activities to support development of fine and gross motor skills i.e. running, climbing, balancing, threading, mark making, baking, etc.  Support parents to understand developmentally appropriate expectations and foundation stage outcomes  Communicate to parents the importance of  the characteristics and how they help us to see when children are learning. Explain to parents that, roughly speaking, they tell us that children are learning when they are:  Engaged; Motivated; and Thinking | The invisible string – Patrice Karst  <https://www.bbcgoodfood.com/howto/guide/10-mindfulness-exercises-kids>  Playful learning at home from Talk Listen Cuddle:  [50 things to do](https://www.tlc-essex.info/playful-learning-at-home/)  [Top tips and articles](https://www.tlc-essex.info/noticeboard/)    [Fun and games that are proven to help children's development - from birth to 5 years-old. – EASYPEASY app](https://www.easypeasyapp.com/)  [Tiny Happy People – Science and facts](https://www.bbc.co.uk/tiny-happy-people/science-and-facts)  [Characteristics of effective learning at home](https://www.bristolearlyyears.org.uk/early-learning/home-learning/) |

**Annex A:**

**Useful links to support the home learning environment and children and families getting ready for school**

[Fun and games that are proven to help children's development - from birth to 5 years-old. – EASYPEASY app](https://www.easypeasyapp.com/)

[Tiny Happy People – Activities for children 0-5](https://www.bbc.co.uk/tiny-happy-people/activities/zjh8hbk)

<https://hungrylittleminds.campaign.gov.uk/>

<https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>

<https://www.bbc.co.uk/tiny-happy-people/4-to-5-year-old-child-development-activities>

<https://literacytrust.org.uk/family-zone/>

<https://www.familycorner.co.uk/5-ways-prepare-your-child-return-childcare-or-school>

### Essex Child and Family Wellbeing Service District Facebook pages

North Essex  
[Colchester](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FColchesterChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166638437&sdata=Mf%2BpERA10tjq1cl0qv%2Fnm6rdQxYVjaO0uEPG6vzo9jE%3D&reserved=0)

[Tendring](file:///C:\Users\sandie.leader\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\793IBGTK\Tendring)

**Mid Essex**[Chelmsford](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2Fchelmsfordchildrenscentres&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166648432&sdata=pOstVS4veT6O%2FNIzPnoDRMesQF88WvokE3HMC6rBp0k%3D&reserved=0)  
[Braintree](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FBraintreeChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166658426&sdata=Pyp0KQCXRt0EMkijxFwJHY8JH8BoSt82KzNI4s8yG4c%3D&reserved=0)  
[Maldon](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FMaldonChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166658426&sdata=DwJrr9PEm6%2FtpvF05vGO40igZ4DqVfHBNoBKWXi9zqA%3D&reserved=0)

**South Essex**[Basildon](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FBasildonChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166668420&sdata=q%2FBps1p81xY4we%2Fg3yhhzxraqR5ken1zisfIj8EiiCo%3D&reserved=0)  
[Brentwood](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FLarchwood-Gardens-Family-Hub-Brentwood-Borough-173261846636140%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166668420&sdata=DbIWHcSLHzB78gz1MzuWoHiNYceqx1iOOKB0xowpjHQ%3D&reserved=0)  
[Castle Point](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FLittle-Lions-Family-Hub-Castle-Point-District-155344291836009%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166678418&sdata=ZqgFidemxOqmb31WKQMcafzlysZHyjUbVTykqt2P384%3D&reserved=0)  
[Rochford](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FRochfordChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166678418&sdata=oj7agKtbQNBnxtTcoMAs%2BGEMHMUg465x2F3SnD9Cwhw%3D&reserved=0)

**West Essex**[Uttlesford](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FUttlesfordChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166688414&sdata=5j%2BvhVP8BFvCmlFDirgFZMvx3j7PaOn0VItMw4p0kT4%3D&reserved=0)  
[Epping](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FEppingForestChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166688414&sdata=Q2BjIhFBASVaybiOxNsqA4OB0gclDkzWJYvz%2FHEQuMo%3D&reserved=0)  
[Harlow](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.facebook.com%2FHarlowChildFamilyWellbeing%2F&data=02%7C01%7C%7C894835f07da148dbc64b08d7e8539f92%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C637233318166698404&sdata=pLDshlVfJsBBwiIm66WRDJY8K2spLuhp34Ubk0HU7Ag%3D&reserved=0)