**25 Ways to Support Transition to Reception**

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| **Receiving schools** | |
| Contact sending settings | PVI settings and childminders will be gathering information about the children who are due to leave their settings ready for school in September. Children’s key workers will hold lots of valuable information about the children they have worked with and supported so it will be important to communicate with them to collect as much information about each child as you can. |
| All About Me | Encourage parents/carers to complete an All About Me booklet. An example can be found on the SIL website:  <https://www.schoolimprovementliverpool.co.uk/Resources> |
| Website | Update your school website to ensure the most up to date information is available regarding usual daily routines, uniform, staffing etc. This will help parents to prepare what they need in advance. |
| Stay in touch | Keep in touch with your new parents and carers. This may be through emails, letters or phone calls-whichever channel of communication works best for you and your new families. |
| Social media | If you use social media as a school keep this up to date with any information useful to your early years families. This may be introducing them to members of the early years team, sending out links to support home learning or key information about starting school arrangements. |
| Contact with outside agencies | It will be important to be aware of any children entering reception who have involvement with outside agencies and to make contact with these agencies. This will particularly be the case for children with SEND. |
| Home learning | Send some suggestions for home learning. Keep activities as fun and practical as possible. Ideas can be found on our Liverpool Early Years Padlet:  <https://padlet.com/sammckenna/lonbutmfe8uwx0dz> |
| Visits | As you will not be able to host transition visits in the usual ways this year you may wish to consider alternative ways to support this aspect of transition. Some schools have recorded virtual tours of their school and classrooms, others have begun making arrangements for visits to take place as part of the settling in period in September. This will be entirely dependent on what works best for your school and new families. |
| Plan ahead | Some children may have had a prolonged period of time away from their usual childcare setting during lockdown. Some children will need a lot of reassurance when they begin reception as a result while others will be very energetic and ready for some structure and routine. Consider how you will manage this. Prioritising the prime areas of learning will be more important then ever, particularly in relation to emotional wellbeing for some children. |
| Emotional wellbeing | You may wish to start to plan activities and resources for September. Focussing on emotional wellbeing may be a key consideration for you at this point. There are lots of age appropriate and relevant picture books which may act as a good starting point for planning. Some suggestions can be found here:  <https://www.booksfortopics.com/mental-health> |

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| **Sending settings** | |
| Contact receiving schools | Schools will be operating in different ways at the moment but they will still be open to some children. Gather as much information as you can about the children who are leaving your settings ready for school in September. You may not have an accurate picture of children’s current age and stage of development, if they have not been attending the setting during lockdown. However, you hold lots if valuable information about the children you have worked with and supported and it is important that this is shared with the children’s next setting. |
| Websites | Share school website details with parents and carers and encourage them to explore information being offered by schools on their websites. |
| Talk to children | If children are attending your setting currently talk to them about starting school-what are they looking forward to? What are their worries? |
| Home learning | There are lots of resources available to support parents and carers who are not able to attend their usual childcare setting at this time. There is a section on our Liverpool Early Yeats Padlet that you could direct parents and carers to:  <https://padlet.com/sammckenna/lonbutmfe8uwx0dz> |
| Books about starting school | There are lots of wonderful books available to support children as they make the transition into school. Some suggestions can be found here:  <https://www.anitacleare.co.uk/starting-school-books/> |
| Supporting independence | If children are attending your setting currently, support them with their self-help skills. Encouraging children to use the toilet and wash their hands independently as well as putting on their own coat and using utensils during lunch can all be hugely beneficial to children once they start the reception year. |
| Contact with outside agencies | Remain in contact with outside agencies that support any of your children. This will be particularly important for children with SEND. |
| Supporting through play | If children are attending your setting currently, help them prepare for transition through play. You may have photographs of the different schools children are moving to in your small world area, books about staring school in the reading corner or pieces of the school uniform in the home corner. Such activities can help children to imagine what school will be like and to share any worries they have. |
| Listening and attention games | Supporting children to listen and tune into sounds around them can help them to prepare for phonics as they enter reception. Try introducing listening walks, musical instrument games, songs and rhymes into your daily routines. |
| Defined roles | Ensure you staff have defined roles within the transition process and that they understand the importance of their role. For example, who will complete the transfer forms? Who will coordinate sharing of information for children with SEND? Who will ensure that information is sent to schools securely? |

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| **Parents and carers** | |
| School websites | Explore your child’s school website. You will be able to find information about usual daily routines, curriculum and school uniforms. You will also be able to find contact details for the school here should you need them. |
| Visit the school | Take a walk or drive to the school. You may not be able to go inside at the moment but exploring the route and talking to children about where the school is and who will be taking them there each day can really help children to understand and start to get excited about it. |
| Talk about change | For some children starting school can be a very worrying and frightening time. Talk to your child about times when things have changed, if you have ever moved house for example or when they first went to a friend or relatives house. Some children will need lots of reassurance that this is a new experience but an exciting one. |
| Online resources | There are lots of lovely resources available online to support you and your child as you prepare for reception. CBBC is a great place to find videos, stories and activities about starting school:  <https://www.bbc.co.uk/cbeebies/watch/topsy-tim-top-tips-school?collection=starting-school-curation> |
| Support independence | Encourage your child to start doing things for themselves as much as possible. If your child can use the toilet, wash their hands, wipe their nose and put on their own coat and shoes by themselves this will be a great help to them as they start school and become more independent. |