



# Slough Early Years –Transition Toolkit



Transición is a process,  
not an event.

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# Introduction

## Transitioning – Nursery to School

The transition process between two educational settings is a significant milestone for our young children.

Transition is a time of change that affects many areas of a child's life. They will experience new expectations, changes in relationships and additional roles and responsibilities. Change, however, is not necessarily a bad thing. It can be an opportunity for growth for children when it is handled skilfully and with sensitivity so that children feel successful in the process.

Children who feel safe and secure when they are transitioning will more likely be successful when doing so.

Children who are not effectively supported in the transition process can often feel confused and overwhelmed with a sense of bewilderment and fear in the new school environment, which can significantly impact their ability to cope with any new demands.

Whereas children who experience a positive transition are more likely to feel confident and at home in their new environment.

It is important for children to feel secure and successful during the process of change so that they can continue to experience healthy development and learning as they adjust to their new school environment.

### **A successful transition will have taken place if it is evident that:-**

- The child is enjoying school.
- They are able to cope with the daily challenges and changes within their new school.
- They continue to engage and progress with learning.

A successful transition can get the child off to a good start and set the tone for future engagement and success.

Whereas children who have less positive experiences of transition and experience negativity are more likely to be adversely affected which can lead to challenges with self-esteem, learning, behaviour and peer/adult relationships.

Nurturing successful transitions can also be seen as cost effective in the long term. As children will settle into a well-adjusted school life relatively quickly and may require less additional support in the long run.

Early successful transitions, particularly first entry into school life, can also have a domino effect on future transitional experiences. As early experiences are embedded they can set the foundation for how children cope with change and transitions in future years. Children who have experienced successful transitions early in life will have developed useful adaptive skills and coping mechanisms to transfer to other phases of their life giving them courage and confidence to face the challenges of future transitions.

## **SEND**

Transition from nursery to school for children with SEND can be more complex, a carefully planned, long term transition programme designed around the individual child is crucial.

Moving from one school or educational setting to another can be stressful and children and young people with special educational needs and disabilities or SEND often find transition more challenging than their peers. By following this guide, parents and teachers can help to make transition go smoothly for children and young people with SEND.

An individualised programme should be drawn up that reflects the child's developmental needs for adapting to the new school setting. Preparation should include the families, the children and service providers to ensure the children are equipped with the necessary skills that will help them adjust to the requirements of their new school environment.

An important part of the transition programme should be to familiarise the children as much as possible with the new school setting before the eventual move.

Children who feel safe and secure when they are transitioning will more likely be confident and successful when doing so.

**Transition is a process not an event;** the key to its success lies in the preparation and planning beforehand and the settling in, or follow up, afterwards.

**Often when we begin to think about preparing our children for their transition into their new school we inadvertently think of all the new, 'exciting' things we need to let them know about. But it is much more comforting and reassuring to start off by letting them know about all the things that will be the same or similar to their current routines and experiences. Having a familiar foundation to build upon can be key to managing any anxieties or fears about the unfamiliar new experiences coming up.**

**Start off by introducing transition booklets that highlight the familiar experiences and gradually build up to adding new information over time.**

## Ensuring Continuity in Children's Experiences

*The continuity approach encapsulates the idea of a seamless transition.*

*The emerging picture is a portrayal of children experiencing "an integration of the previous into the present" in their educational transitions.*

*The emphasis is shifted from preparing children for the new environment to preparing the new environment for children.*

### Useful transitional activities can include:-

1. Using countdown planners to indicate when the child will finally transition into new school.
2. Arranging for visits to the new environment well in advance.
3. Preparing the child with photographs of the new environment and staff can help the child to familiarise themselves with the new setting.
4. Develop a pupil profile to hand over to the new setting.
5. Reading books at story time about moving on to school.
6. Develop and read social stories for the child/children concerned.
7. Orientating the children to the new school settings through school visits, and even having them participate in some of the classroom sessions and other school routines on a gradual basis before the scheduled enrolment.
8. Parental advice for supporting their child through the transition process.

### Key points about effective transition

#### 1. from early years to primary school

- **Share relevant information** during two-way transition visits.
- Give children the chance to **visit their new school** to join in a variety of lessons and sessions.
- **Make an 'All about my New School'** booklet with photos to look at and discuss regularly.
- Use **stories** to explain new situations.
- Give children opportunities to **meet new staff** and to work with them.

### Ideas to support smooth transition - Setting

- Invite parents, all new staff and professionals to meet together to hear about the child.
- Support parents in preparing for the meeting perhaps draw up a list of questions or concerns which can be dealt with at the meeting.
- Ask parents to complete a profile or 'Getting to know You' type booklet about their child.
- Highlight the child's strengths and any interests which can be used to settle them

- Pass on any successful strategies or activities which support the child.
- Consider creating a Transition Action Plan outlining how the child is to be helped to settle into the new environment.
- Where possible encourage staff to make a home visit.
- Arrange new staff to visit or spend time with the child in their current room or setting.
- If moving to school consider the child's start date. Would they benefit from being one of the first or last to start?
- Take the child on short settling or familiarisation visits to the new room or setting.
- Be aware and take into account the child's friendship groups.
- Identify any resources, equipment or training needs for the new room or setting staff.
- Make parents aware of any possible changes of professionals or different systems used by a setting or school.
- Give parents a named person who they can contact if they have any questions or concerns.
- Talk to the child about the new room or setting, if moving to school read books about starting school and making friends
- Take photos of new staff, uniforms, rooms, buildings to look at over weekends or holidays can help young children feel reassured (emphasise what will be the same or similar).
- Practice walking the new route to setting or school on a regular basis.

## **Ideas to support smooth transition – parents**

- Read story books about starting a new school. You could make your own books using your child's favourite characters.
- Use a visual countdown calendar to indicate to your child when the final transition will take place.
- Buy their new school uniform early and practise wearing it. You may need to wash it a couple of times first to make it feel comfortable and worn in.
- Practise the school journey so that your child can familiarise themselves with the route.
- As the time nears, particularly if it is summer holidays, begin to get your child into the morning school routine (including bedtimes).
- Take photographs of all your new steps with your child; in their new uniform, on the practise runs; reading books etc.
- Make a starting school book and stick all the photographs into the book. Involve your child as much as possible in the process. Allow your child to have free access to the book.

Importantly, highlight all the things that will be the same or similar; you will get up, have breakfast, get dressed, go to school with Mummy/Daddy etc., in the car/on the bus/walk etc.,

You will have break/play time, lunch time, home time – Mummy/Daddy will collect you etc. Include this timeline in your child's 'Starting School' book.

***Children in early years educational transitions deserve to be fully supported in this significant life phase so that the transition process is experienced as a productive, fruitful and nurturing phase of their lives – one in which they can grow and shine in their new educational environment, and their potential realised and celebrated in the process. Change is inevitable as children make progression in their educational journey; however, the experience of change needs to be safe and affirming to children, and all involved.***

## Key Points

*“Transition should be seen as a process, not an event, and should be planned for and discussed with children and parents”*

**(The Practice Guidance for EYFS page 10 Para 1.30)**

- Transition is made a priority
- Child is familiar with people, places and routines
- They can make frequent visits to the new setting
- Parents/carers are involved, consulted and supported
- Information is shared with parents/carers
- Information is shared with new setting
- Communicate – parents<current setting>school



# Early Years Commitment for Transitions

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’ EYFS 2021

## Our **commitment:**

- SBC and all our partners recognise that change of any kind can be challenging for all involved
- We are all committed to ensuring children and families experience these changes positively, safely and with the confidence and knowledge to tackle it again and again.

## We **promise:**

- Transitions for each child will be a partnership process
- Clear routes of communication will be established for all involved
- There will be continuity of experience for the child
- Adults will monitor the child's settling in and their progress.

## We **promise** to:

- reflect the many different ways that children can communicate
- ensure the right support is there at the right time for the child
- make sure each child feels secure and confident in their needs, wants, likes and dislikes are understood.

## **This commitment** has seven statements that all partners will use to work together to ensure a smooth transition for each child

Maintain clear arrangements for a smooth transition for children with SEND wherever they are learning.

Maintain good links between partner agencies, early years settings and schools to support all children's transitions.

Parents and carers of young children with SEND are involved and supported throughout the different transitions their child might make.

Early Years providers and schools anticipate the full range of needs of children coming into their setting and are ready to meet them.

Early Years teams use local information and data to improve the quality of all transition for young children with SEND.

Early Years Teams use information from parents and carers to improve the quality of transitions for young children with SEND.

Early years educators are aware of provision at universal, targeted and specialist levels. They work with appropriate agencies to ensure the right level of support is in place for all children.

## Supported Transition Timeline for Toolkit strategies

Work in partnership with parents to support their child as they prepare to move on to school. Share the booklets, social stories etc., within the toolkit with parent/carers, advise them on how to complete and use them. Different support will be needed at different times of the year (see timeline below.) **Remember:-**

**Transition is a process, not an event!**

**Spring Term –  
January to April**

- Arrange meetings with parents to discuss school transitions.
- Encourage parents to visit schools and offer support with completing school admissions.
- Review policies to ensure permissions are in place to share transition information.
- **Remind parents to apply for school places before the mid-January deadline.**

**Summer Term –  
April to July**

- Identify children with SEND and link up with outside agencies that are involved with the family.
- Make contact with new school and send a one page profile. Invite them to visit for an observation of the child.

**June: Arrange a visit to child's new school.**

**Begin Toolkit strategies:-**

- Reading Social stories to children;  
*'Moving on from Nursery'*  
*'My New School Uniform'*
- Begin transition booklet 'This is Me'

**Request teacher/support staff photographs from feeder school for transition booklet (particularly for SEND children)**

**End of term: Share Parent Transition Tips and the social stories and transition booklet with parent/carers, and advise how they should be used (give parent/carer guidance notes).**

**Complete updated one page profile to share with school.**

**Summer holiday**

- Parent/carers to complete transition booklet 'This is Me' with their child.
- Parent/carers to regularly read social stories with their child.
- Parent/carers to start 'back to school' countdown calendar.
- Parent/carers to practise new journey to school and child wearing new school uniform.

## Pathway to school suggested timeline

The routines and processes in place that support all transitions must be flexible to ensure the needs of individual children and their families are met. Where possible, children will need time to become familiar with their new surroundings at their own pace and with support from their key person.

Transition planning is a continuous and evolving process and can be adapted to meet the needs of the individual child. Many activities such as joint meetings between settings, childminders and school staff can be on-going throughout the year. The dates in the boxes are suggestions that may need to be adjusted.

### September

Applications for children to start school in reception class in September open from the previous September to the following January for admission to reception for pupils who live in borough-infant, primary and junior schools.

### October

Early years setting can discuss with parents/carers which school they have applied for. Appropriate information shared with the potential school through visits/discussion, with particular thought given to transition planning for children with SEND or other needs. Discussions between school and setting regarding previous cohort who transitioned to school for example curriculum decisions, effectiveness of previous transition or assessment information.

### January

Schools contact feeder Early Years settings to discuss individual children's needs, observe and plan transition particularly for children with SEND.

### April

Mid-April – Notification of school place sent to parent/carer.

End April – Parent/carer to accept school place.

### May

Beginning of May – Schools can confirm with settings which children are transitioning to each school. School continue with transition plans for all children including using guidance in this toolkit; for example sending social stories/transition booklet etc.; to families and early years setting with key information/photos/videos of indoor, outdoor and classroom, teachers and other practitioners (including key person) and school uniform etc.

May – Setting key person meets with EYFS lead to discuss children transitioning to school. School EYFS staff can visit setting to discuss/observe all children transitioning. Home visit from reception staff and opportunity for parents to ask questions. Opportunity for parents/carers to visit school with their child.

### June

Beginning of June – Early Years setting key person visits school with children who are transitioning.

Mid-June – Transition visit for child to school. School EYFS staff can share activity/reading with those going to school.

End of June – Setting to share 2 year assessment, EUM and transition summary assessment with school. Any EYPP funding accessed and details of impact to be shared with school.

### July

EYFS lead to co-ordinate parent/carer meeting or telephone call to give opportunity for questions. Early years setting continues to support children's and families transition to school, including through the guidance in this toolkit.

Setting to review and update information with schools for children transitioning.

# School transition planning

## Ways to support the unique child as they prepare for school

Work with parents to support their child as they prepare for the move to "big school". Encourage them to attend the parent workshops, meetings, and other events organised by early years providers and school.

Share positive stories about transitions and changes with children. Encourage resilience and self-confidence.

Encourage open and ongoing feedback between parents and carers about the child

Different support will be needed at different times of the year. See our tips below.



### Autumn term



#### Early Years Provider (EYP)

Arrange meetings with parents to discuss school transitions

Encourage parents to visit schools and offer support completing school admissions

Review policies to ensure permissions are in place to share transition records

Address any outstanding issues identified in the 2-year-old progress check

#### Schools / Teachers

Provide feedback to EYPs on transition records received

Invite EYPs to harvest festival, carol concerts and other seasonal school productions and events

Consider visiting early years settings



### Spring term

Remind parents to apply for school places before the mid-January deadline

Update parents on their child's progress during regular catch-up review meetings

Identify children with SEND and link up with any outside agencies involved with family

Update contact details of the early years providers in the local area to ease communication and partnership working



### Summer term

Contact schools with details of children who will be attending in September

Schedule time to update your setting's school transitions document

Set a deadline for all records to be sent to new schools by end of June

Invite library team to introduce summer reading challenge to parents and children

Invite local early years providers to sports days, fundraising events and end of term concerts and shows

Provide photos and information on reception class to early years providers to share with children

Arrange home visits and invite providers to bring children in for a visit

### Long summer holiday

Identify clubs/sessions that children can attend to maintain routines and independence.

Provide information for parents to help prepare for the first few days back at school

# Useful Documents to support Transition



**Transition Timeline Checklist**

**Transition Action Plan**

**Pupil Passport (one page profile)**

**This is Me**

# Transition Timeline/Checklist

Complete as applicable to your setting

Date	Activity		
17 <sup>th</sup> April 2023	Parents receive notifications of school places		
19 <sup>th</sup> April 2023 to 31 <sup>st</sup> May 2023	Settings gather information and complete the transition form		
	1.	Collate current information about the child e.g. parent/carer details, photo, learning journey, all about me, inclusion info (additional needs).	Yes    No
	2.	Have you obtained a copy of the transition pack from school?	Yes    No
	3.	Have you arranged a transition meeting with the parents/carers?	Yes    No
	4.	<p>Ensuring all parties are aware of SEN interventions – Education, Health &amp; Care Plan, Early Support Plan and EHC review meeting dates.</p> <p>With parental permission make contact with the school and inform them that the child has additional plans and that they might like to arrange a transition meeting during the summer term. Provide the names of other professionals involved with the child so they can invite them to the meeting along with parent/carers and the key person from your setting. The purpose of the meeting is to plan an effective transition for the child into the nursery/reception class.</p>	Yes    No
	5.	At the point of submission, have you completed the interim summative assessment in preparation for the end of term summative assessment?	Yes    No
	6.	Have you made contact with schools to arrange setting and school visits?	Yes    No

	7.	For children with SEND, indicate to the school that you are happy for them to come and observe the child in your environment and have a discussion with the key person and parent/carer.	Yes	No
<b>14<sup>th</sup> – 21<sup>st</sup> June 2023</b>	<b>Submit transition document to recipient school ensuring you have parental permission to share the information (this is included in the privacy notice on the Parent Declaration Forms).</b>			
	1.	Date arranged for the new school to visit your setting?	Yes	No
	2.	Date arranged for the new school to visit?	Yes	No

# Transition action plan

Child's name ..... Date of birth .....

Name of professional/s involved .....

Pre-school setting/childminder .....

Start date: .....

<b>Action</b>	<b>By whom and when</b>
(for example; photo books, extra visits, settling in plan, resources, access, training, staffing)	(for example; parent, setting, school, professionals, dates, timescales)



# Pupil Passport (one page profile)

<b>NAME:</b>		<b>Pupil Passport</b>		<i>Previous Setting:</i> <i>SaLT:</i> <i>OT:</i>
				<i>Last updated:</i>
<i>Date of birth: --/--/----</i>	<i>Nursery</i>	<i>Teacher/Key Worker:</i>	Things that I like: • • • • • •	What do people need to know I find difficult: • • • • •
<i>Logo</i>				At home: Eating: Sleeping: Toileting/hygiene:
How do I enjoy learning: • • •		How do I communicate? • • •		Notes (staff to add):
Sensory experiences that I enjoy: • • • •		Notes (staff to add):		

<b>NAME:</b>		<h1 style="text-align: center;">Pupil Passport</h1>		<i>Previous Setting:</i> <i>SaLT:</i> <i>OT:</i>
				<b>Last updated:</b> March 2023
<b>Date of birth:</b> --/--/----	<b>Teacher/Key Worker:</b>	<p style="text-align: center;"><i>photograph</i></p> <p style="text-align: center;"><i>Logo</i></p>		<b>What do people need to know I find difficult:</b> <ul style="list-style-type: none"> <li>Noisy, busy environments</li> <li>Environmental changes</li> <li>Communicating my needs to others</li> <li>Following an adults agenda</li> <li>I don't like it when I have a runny nose</li> </ul> <b>How do I show this?</b> <ul style="list-style-type: none"> <li>I may bite my hands (mainly my fingers) when I am anxious.</li> <li>I may cover my ears when it gets too noisy.</li> </ul>
<b>WRENS</b>	<b>Things that I like:</b> <ul style="list-style-type: none"> <li>Letters</li> <li>Sensory play – sand, water, bubbles, balloon</li> <li>Climbing and jumping</li> <li>Lining-up objects</li> <li>Small blocks</li> <li>Sorting and transferring toys between containers</li> </ul> <b>At home:</b> <b>Eating:</b> <b>Sleeping:</b> I find it difficult to sleep - sometimes Mum puts her arm across my chest to help me fall asleep. <b>Toileting/hygiene:</b>			<b>How do I communicate?</b> <ul style="list-style-type: none"> <li>Non-verbally</li> <li>Objects of reference are meaningful to me and some pictures</li> <li>I may use an adults hand as a tool to request something</li> </ul>
<b>How do I enjoy learning:</b> <ul style="list-style-type: none"> <li>I can attend to an activity that I find interesting and enjoyable for a short period of time.</li> <li>I can tolerate an adult joining me alongside.</li> <li>I enjoy exploratory play and sensory play.</li> </ul>		<b>Notes (staff to add):</b>		
<b>Sensory experiences that I enjoy:</b> <ul style="list-style-type: none"> <li>Deep pressure (?)</li> <li>Chewy bracelet</li> <li>Being rocked</li> <li>Spinning</li> </ul>				

This

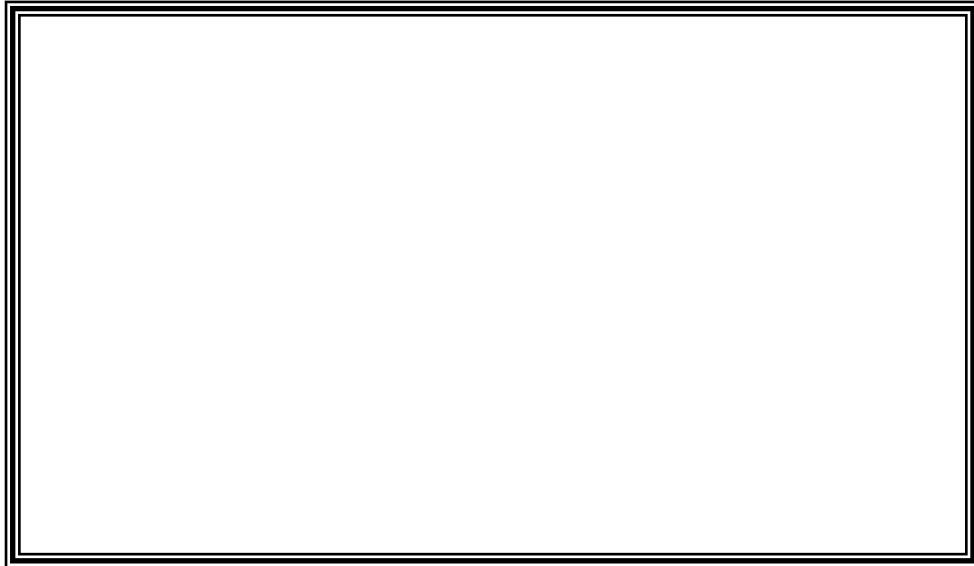
Is

Me

By:

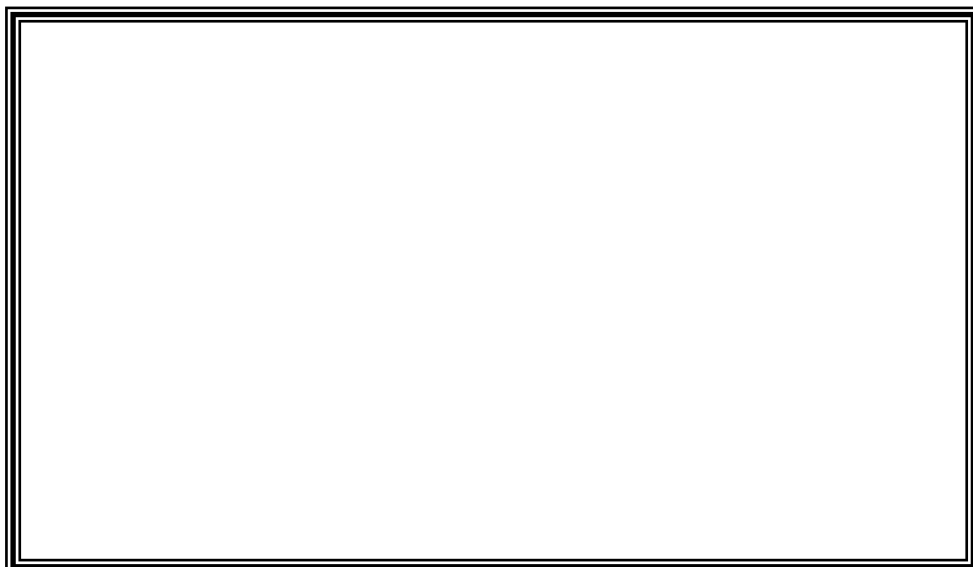
This a special story all about me for my new teacher

Here is a picture of me.



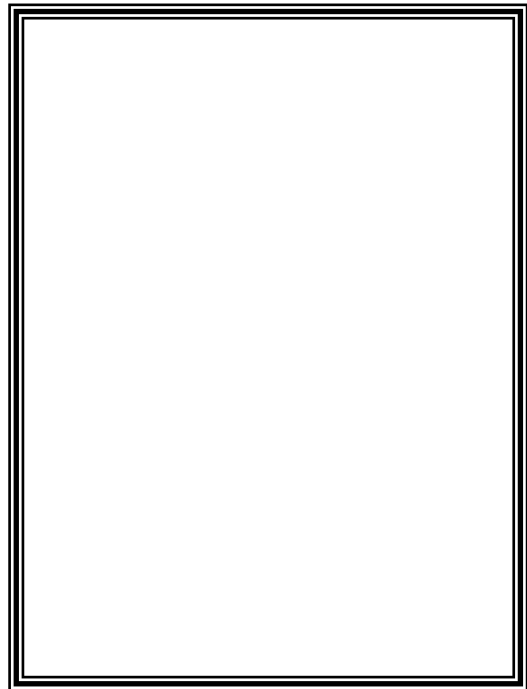
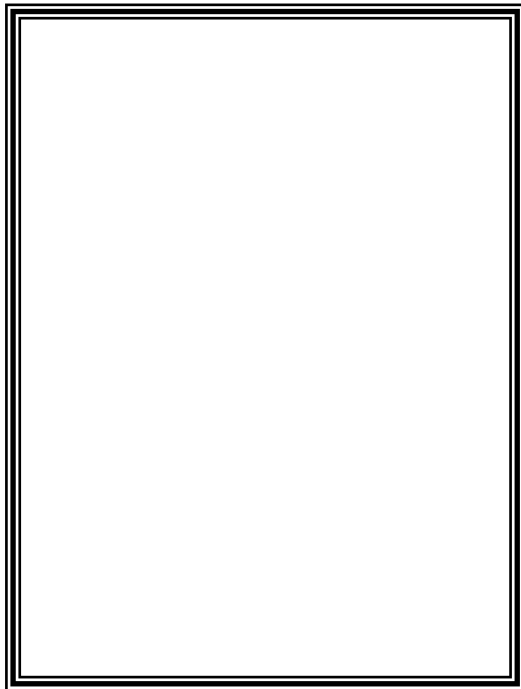
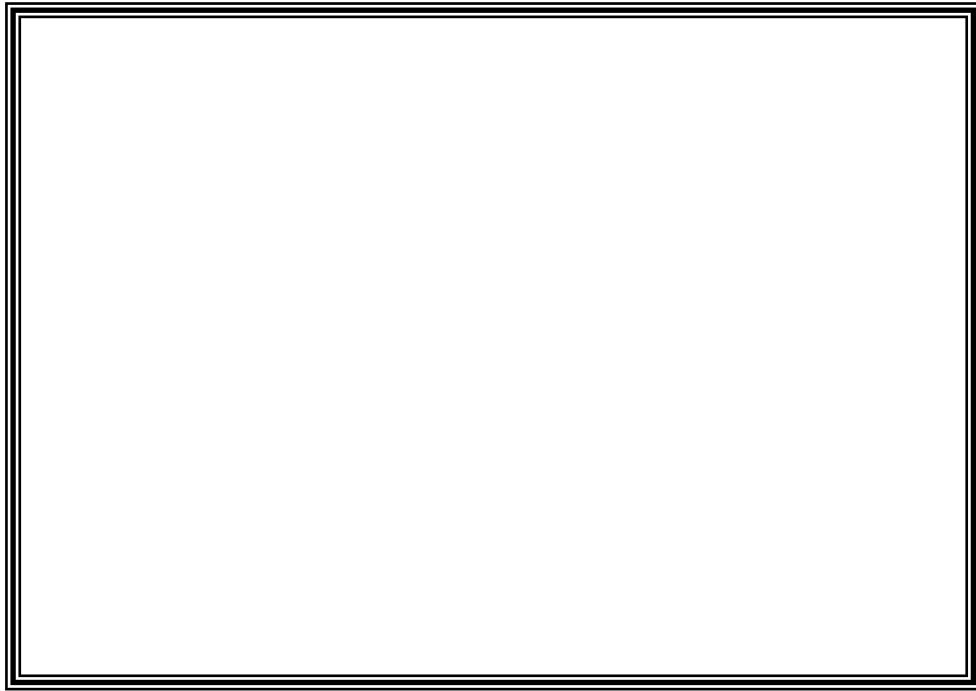
My name is .....

and I live at



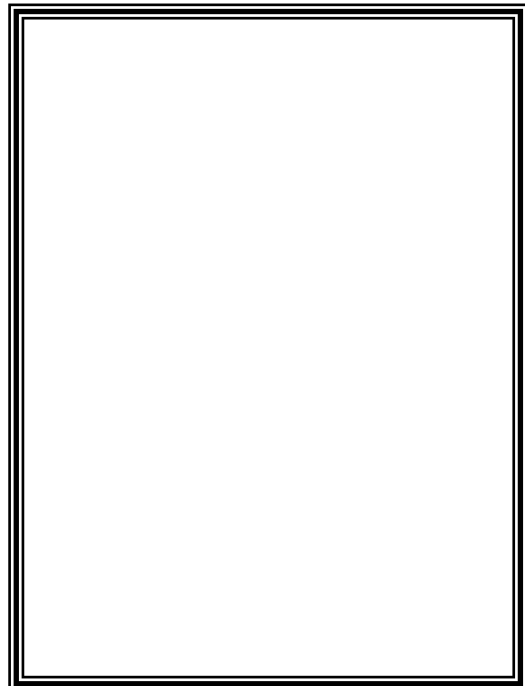
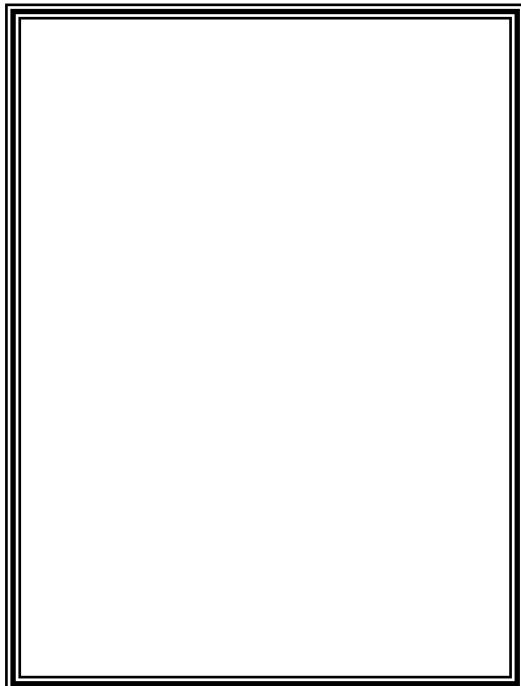
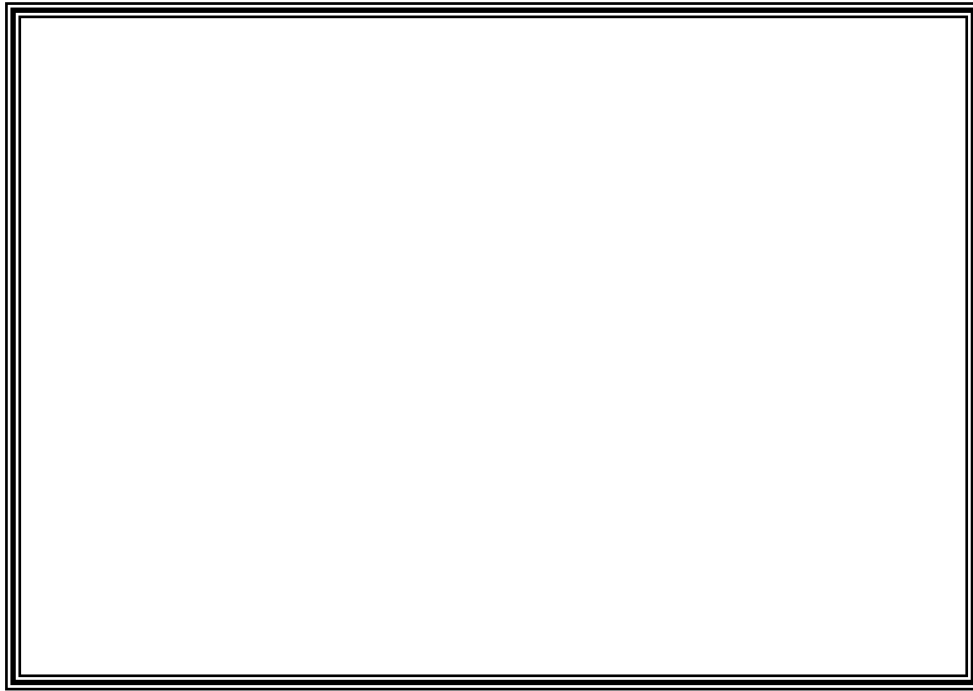
At home my favourite things are

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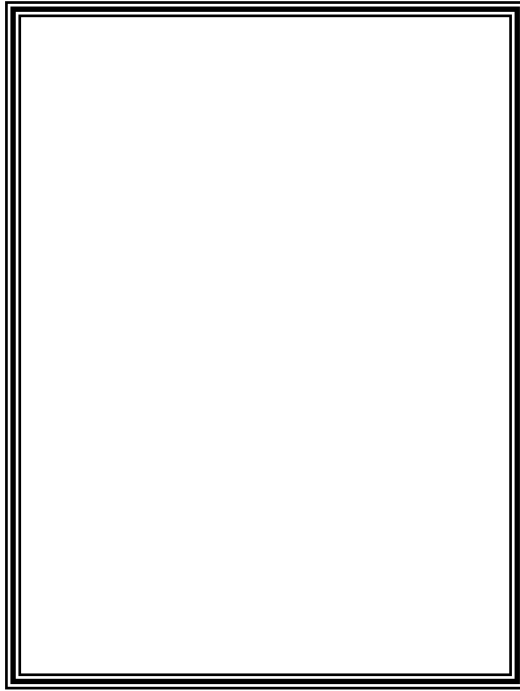


At nursery my favourite things are...

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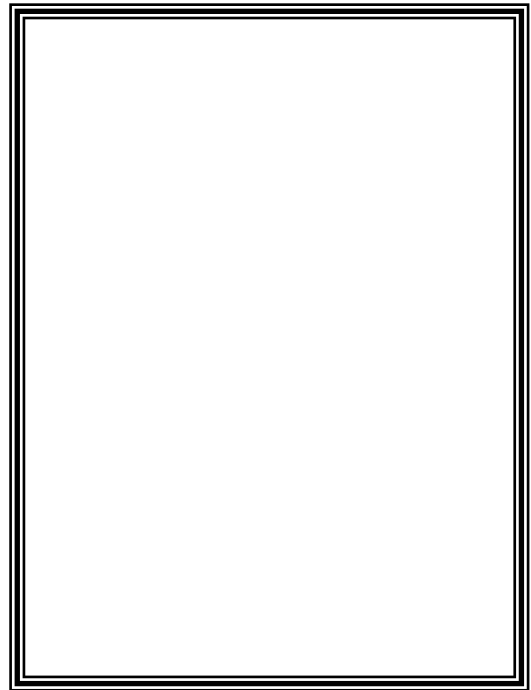


I really like



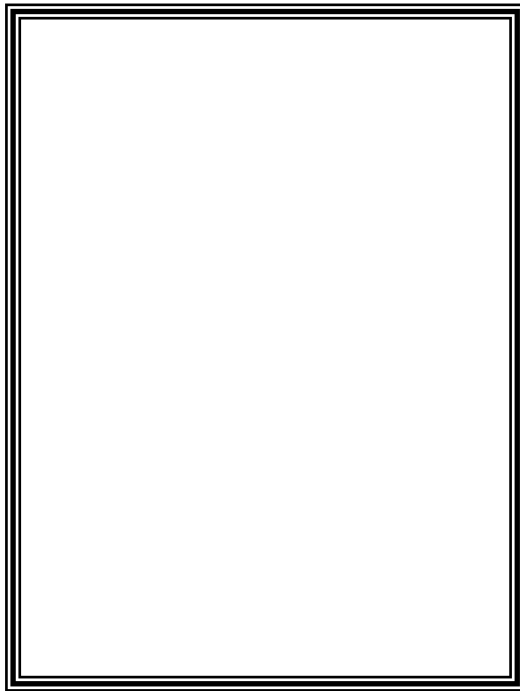
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I do not like

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I might get upset or worry when

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If I get upset to feel calm I

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You can help me by

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Other things about me

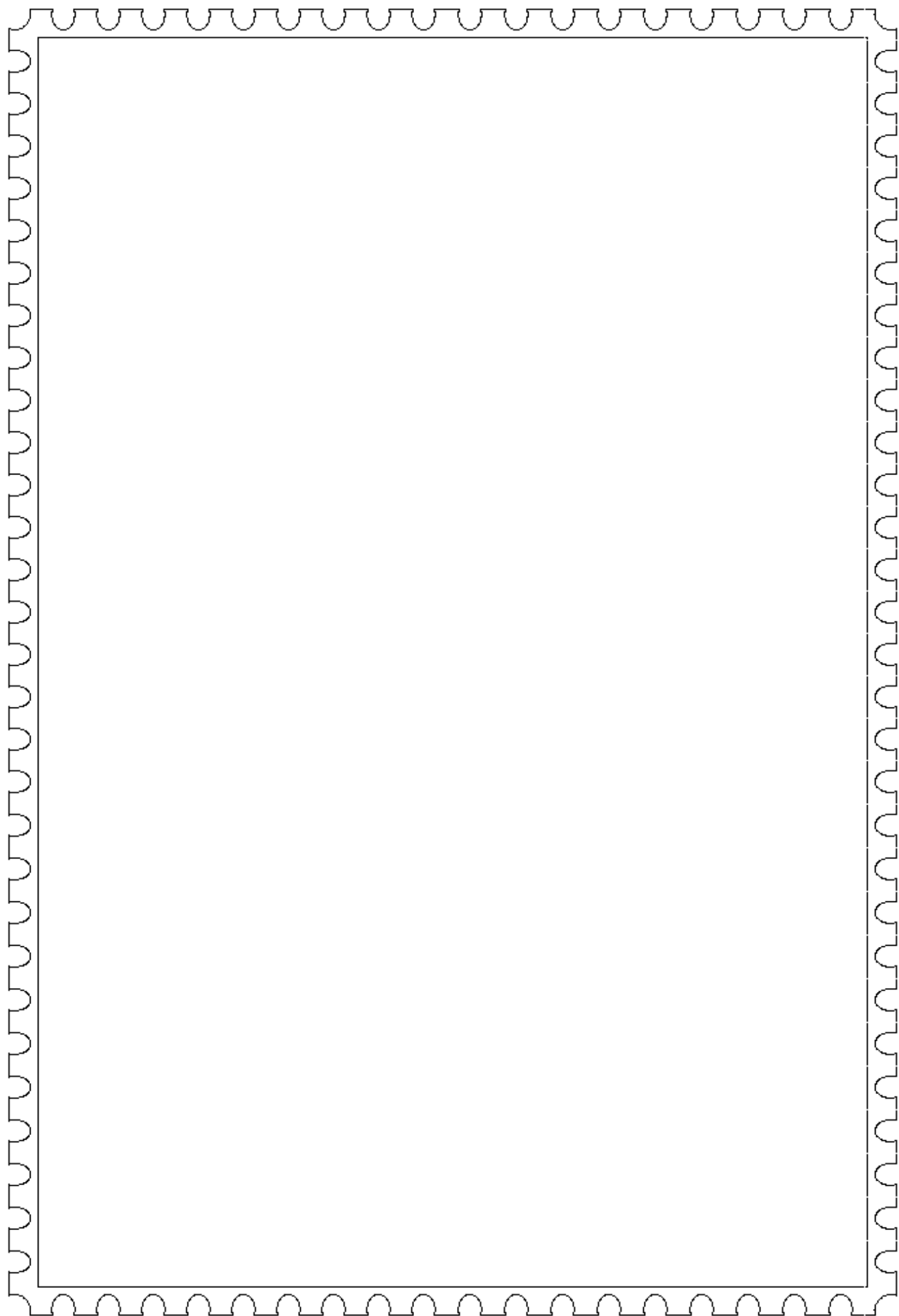
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## **This Is Me – Guidance Notes**

The aim of the 'This Is Me' profile is for the child to be involved in creating a 'snapshot' of themselves that provides key information in an easy-to-read format.

This is useful for practitioners who are new to the child or have infrequent contact e.g. supply teacher, lunchtime supervisor, voluntary staff and students.

You can include whatever the child wants to say and the child can record using drawings, photos, writing or adult can scribe.

### **Ideas for what to include:**

#### **At home**

Information about people who are important such as family and friends.

Pets the child might have

Places the child might go

#### **At Nursery**

Favourite subject areas

Friends at school

Special events

#### **I really like**

Include areas of strength

Special interests

Hobbies

## **I do not like/ get upset/ worried**

Areas the child needs support with including academic, social, sensory, physical needs etc.

Worries the child may have due to changes of teacher, changes to the timetable etc.

Fears and phobias the child may have.

## **Strategies the child can use to feel calm**

Reading a favourite story.

Go to quiet place for 'chill out time.'

## **You can help me by**

Signalling change before an activity changes by telling the child or showing a picture of the next activity.

Say my name before speaking to me, so that I know the instruction is for me.

## **Other Things about me**

E.g. If a child has difficulty eating and drinking consider what their specific requirements are;

- I like my drink at the end of a meal
- I cannot eat eggs they make me sick
- My favourite foods are

## Parent/Carer Support



- **Parent/Carers Transition Tips (doc)**
- **Social Stories –**
  - “Moving on from Nursery”
  - “My New School Uniform”
- **My New School – Transition Booklet**
- **BBC Bitesize:**
- **All About Me – Starting primary school downloadable resources:**  
<https://www.bbc.co.uk/bitesize/articles/zdttt39>

# Parent/Carers Transition Tips

(To be shared with parent/carers at the end of summer term)

- Read story books about starting a new school. You could make your own books using your child's favourite characters.
- Begin (or continue) filling out the transition booklet 'This is Me' and 'My New School'.
- Use a visual countdown calendar to indicate to your child when the final transition will take place.
- Buy their new school uniform early and practise wearing it. You may need to wash it a couple of times first to make it feel comfortable and worn in.
- Practise the school journey so that your child can familiarise themselves with the route.
- As the time nears, particularly if it is summer holidays, begin to get your child into the morning school routine (including bedtimes).
- Take photographs of all your new steps with your child; in their new uniform, on the practise runs; reading books.
- Make a starting school book and stick all the photographs into the book. Involve your child as much as possible in the process. Allow your child to have free access to the book.

Importantly, highlight all the things that will be the same or similar; you will get up, have breakfast, get dressed, go to school with Mummy/Daddy/carers etc., in the car/on the bus/walk etc.

You will have break/play time, lunch time, and home time – Mummy/Daddy/carers etc., will collect you etc.

It is much more comforting and reassuring to let your child know that some things will be the same or similar to their current routines and experiences. Having a familiar foundation to build upon can be key to managing any anxieties or fears about the unfamiliar new experiences coming up.

## Summary Tips:-

**Social Stories:** Pick a time when your child is calm and receptive. Read the stories regularly throughout the summer holidays. Have a spare copy of each story that is accessible to your child at all times so that they can explore the story when they want to.

**N.B.** If your child is anxious about moving on to school, it may not be a good idea to read them as a bedtime stories!

**'This is Me' and 'My New School' booklets:** Support and involve your child as much as is possible when adding information to the booklets. If they can take any of the photographs to go in the booklets let them do so. Photos of themselves in their new school uniform,

visiting their new school, pictures of the journey to school, photographs of their teacher and support staff are all good ideas.

**School uniform:** Buy your child's new school uniform as far in advance as you are able (and when you are positive they have a confirmed placement). Support your child with trying on their new school uniform and begin teaching them the skills of dressing and undressing while doing so. If practised regularly enough, you could, over time, slowly reduce the amount of help that you give them while doing so (as they become more competent). Some children, particularly those with sensory processing differences, may not like the feel of the new, different materials and style. This can be alleviated by washing the uniform a couple of times before they are expected to start wearing it.

**Routine:** As the start time at their new schools moves nearer, begin to get your child into their new school routine (morning get up time and bed times especially).

**Countdown calendar:** Start a countdown calendar a month before your child is due to start their new school (then use the 'Back to School Countdown' (see below). Have the calendar displayed where they have easy access to it and it is visible. Support your child with crossing off each day.

Include this timeline in your child's 'Starting School' book



## **Social Stories to support Settings and Parent/Carers**



**Moving on from Nursery**

**My New Uniform**

**Transition Booklet (parents) – My New School**

**BBC Bitesize (Parents) – All about Me**



# Social Story – Moving on from Nursery

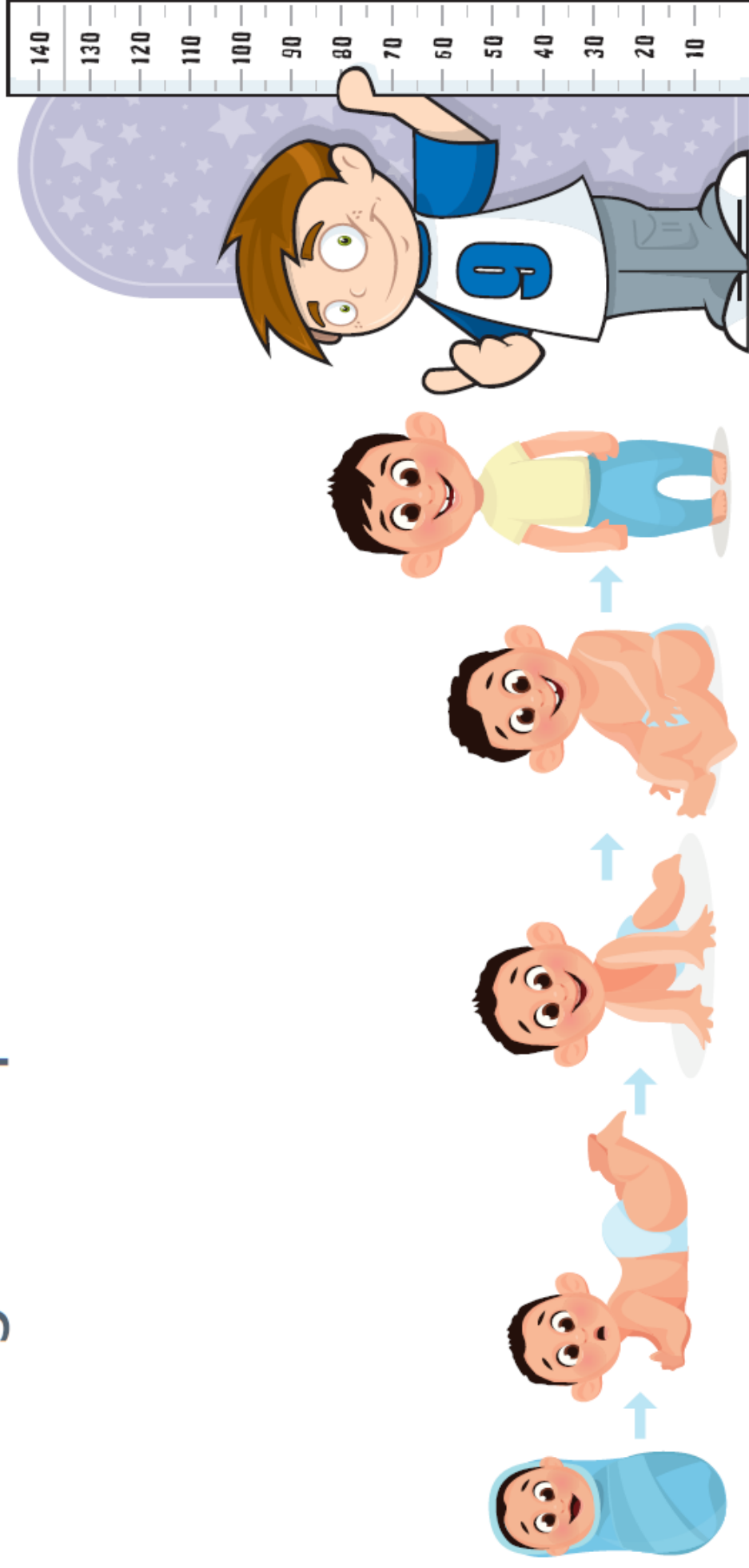
## Moving on from Nursery...



I have been going to nursery for a long time  
now. I have done lots of playing and learning...



I have grown up...



My teachers are happy about the growing  
and learning I have done...



It will soon be time for me to go to big school...



Most of my friends at nursery will be going  
to big school...



First it will be the summer holidays...



Then, when the summer holidays have finished,  
I will be going to my new school...

## Back to School Countdown





I will have a new teacher to help me learn  
new things...



If I feel worried about my new school I can talk  
to an adult...



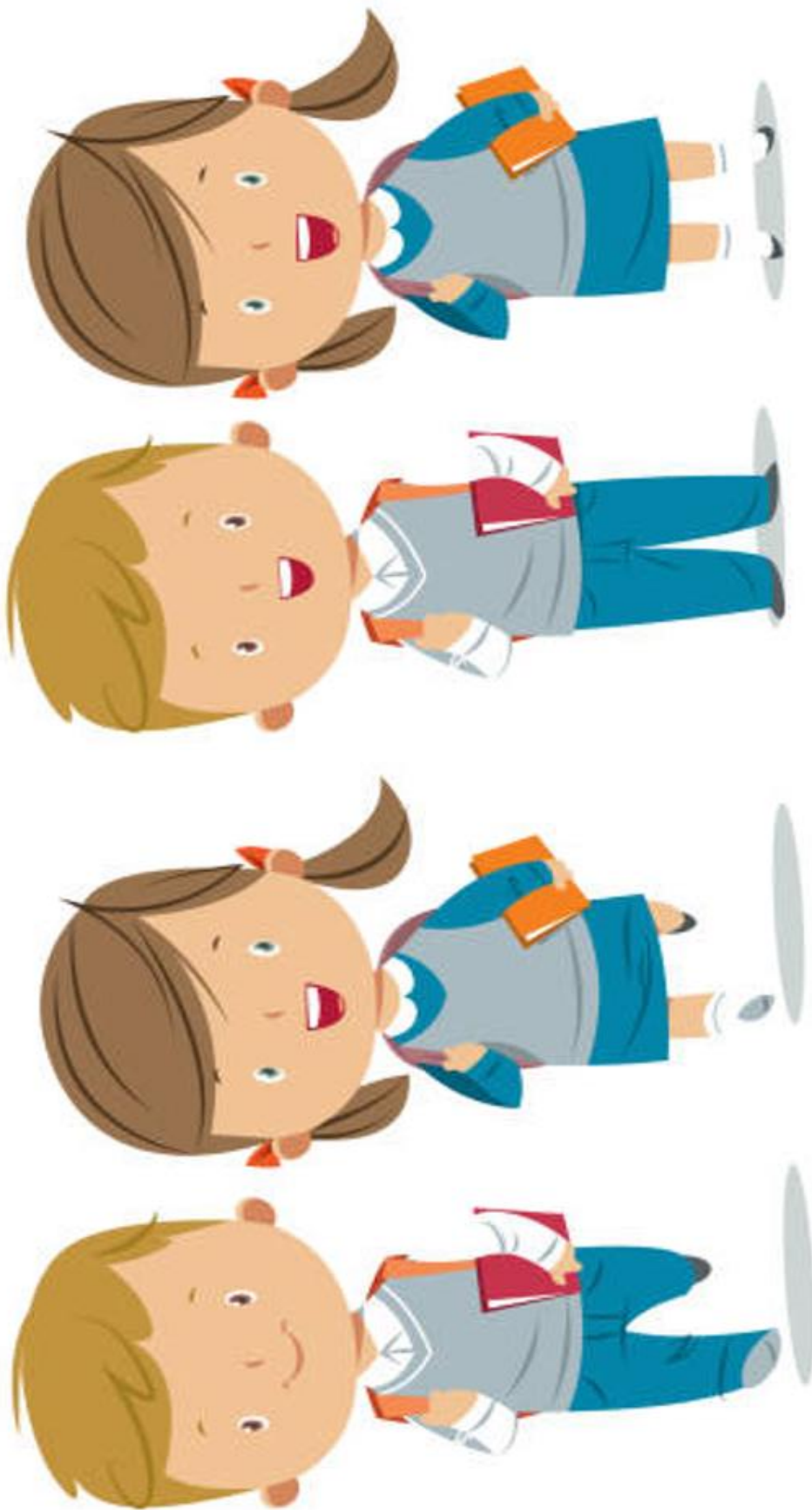
They will help me.

There will be lots of fun, interesting things to do  
at my new school...



It will be ok.

# My new school uniform...



Soon I will be going to my new school...



There are different coloured  
uniforms for different schools...

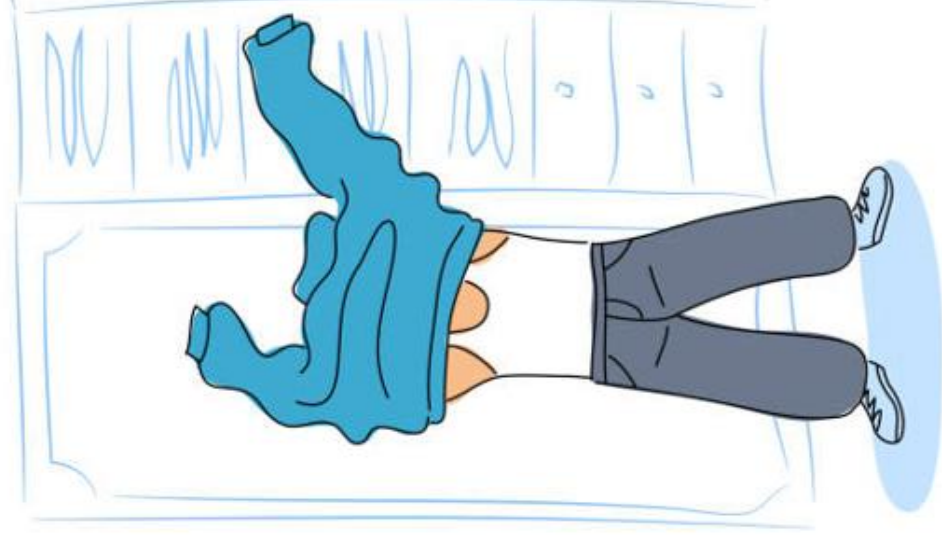


**SCHOOL**  
**UNIFORMS**

**My Mum, Dad, Carer will know  
which uniform I will need...**



When an adult has bought my new  
school uniform for me I can practise  
wearing it...





# Getting Dressed

1



Pants

2



Socks

3



T-Shirt

4



Trousers

5



Jumper



dress



tank top



shirt



tee shirt



sweatshirt



pants



sweatpants



shorts



skirt



bibs



underwear



underwear



socks



tights



jeans

Most of the children at my new  
school will wear school uniform...

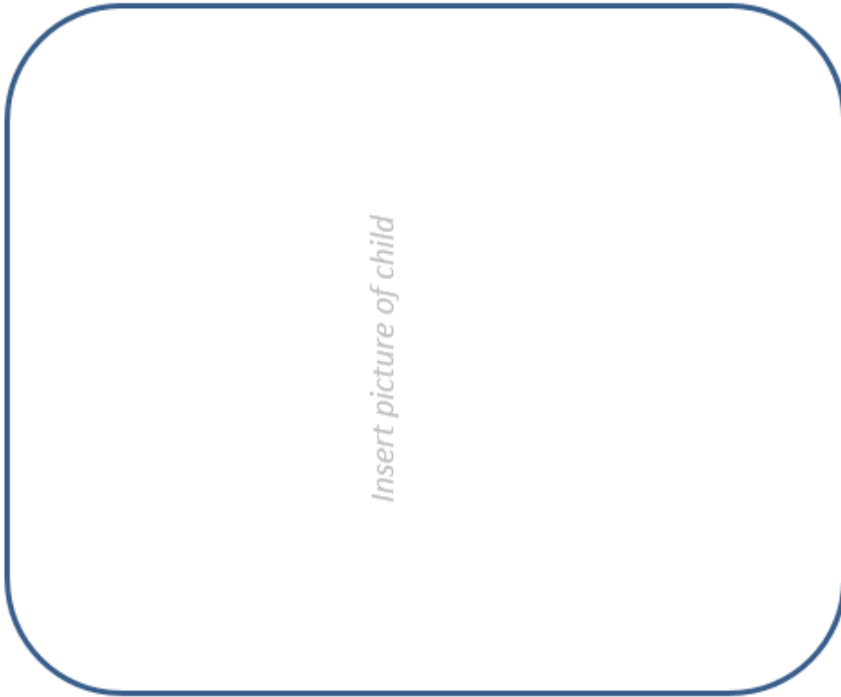


School uniform is smart

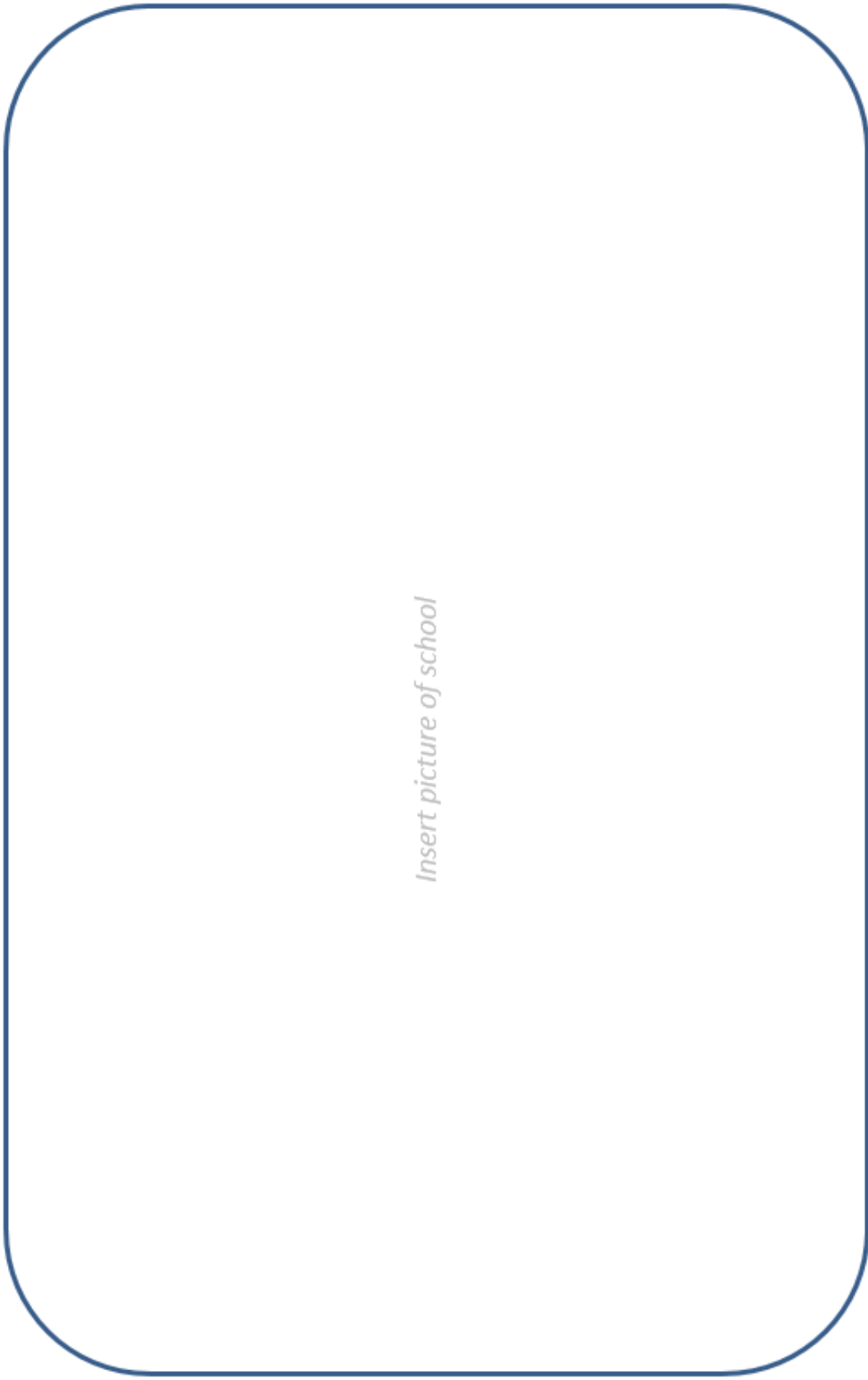
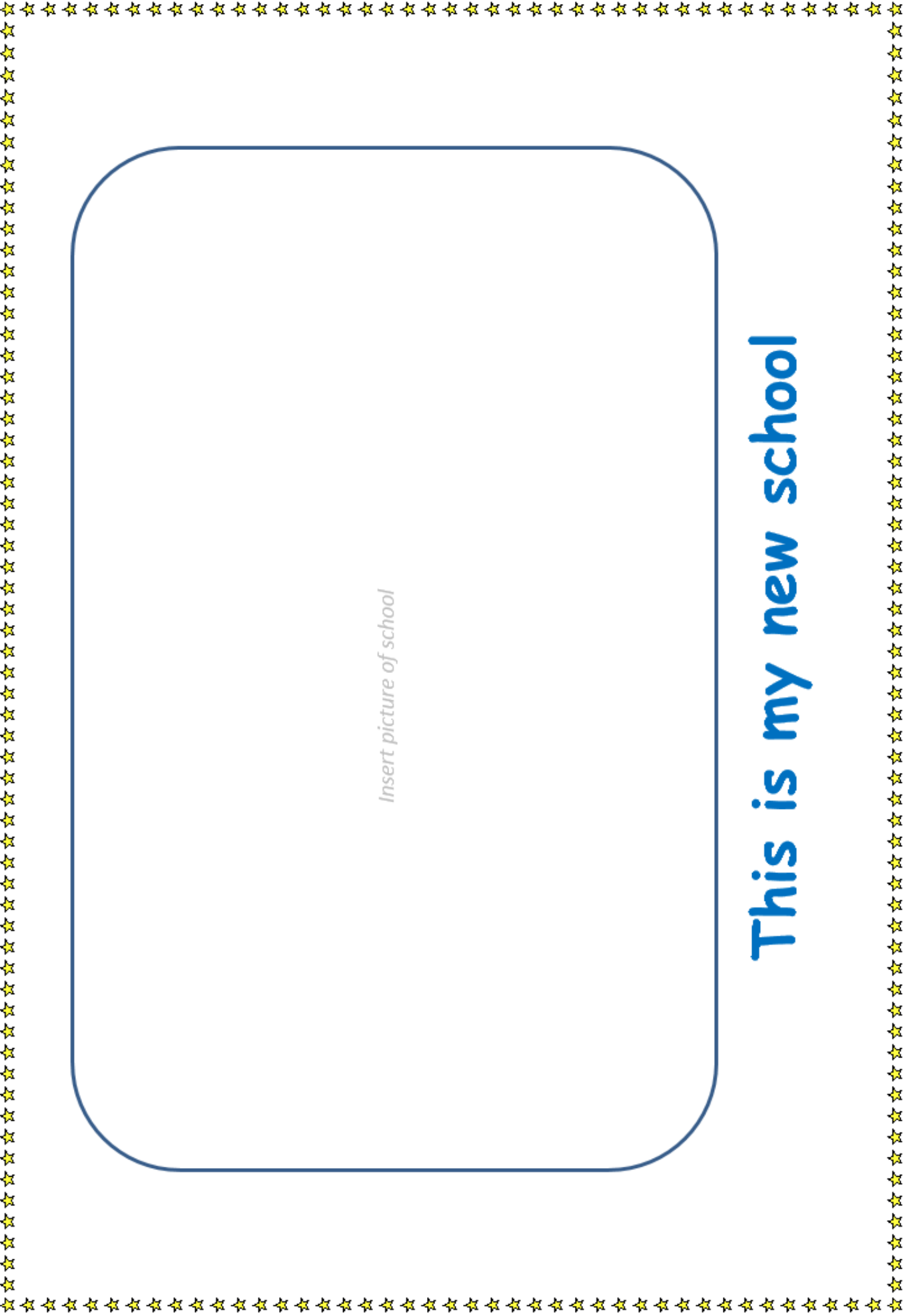


# Transition Booklet - My New School

**My New School**



**By:**



*Insert picture of school*

**This is my new school**

# When I go to school I will wear school uniform...

*Edit photographs to represent your child's school uniform*



*Insert photo of child in school uniform*

**I will probably go to school with...**

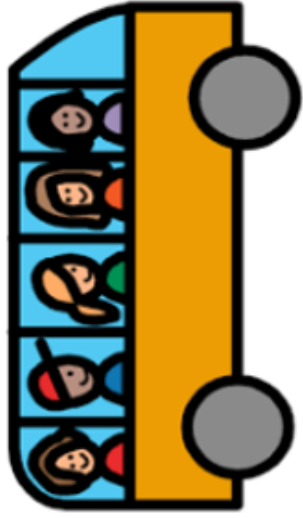
*Insert picture of parent/carer who will be  
taking your child to school*

This is how I will get to school...


Walk



Bus



Car



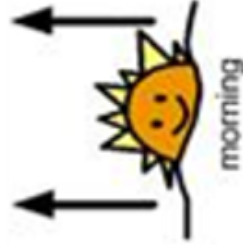
Tick which one

# My journey to school...

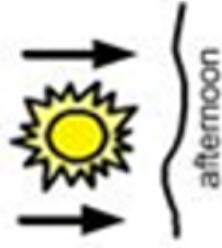




**I will go to school in the morning at about:**








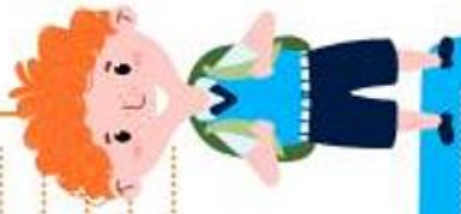
**I will come home in the afternoon at about:**





Usually I will go to school on these days...


**SCHOOL TIMETABLE**

Monday	Tuesday	Wednesday	Thursday	Friday
 ..... ..... ..... ..... .....	 ..... ..... ..... ..... .....	 ..... ..... ..... ..... .....	 ..... ..... ..... ..... .....	 ..... ..... ..... ..... .....

  
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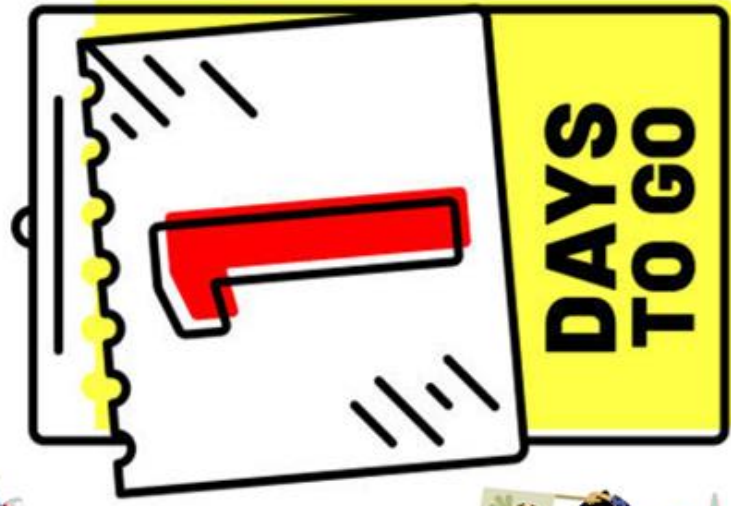
  
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# Back to School Countdown



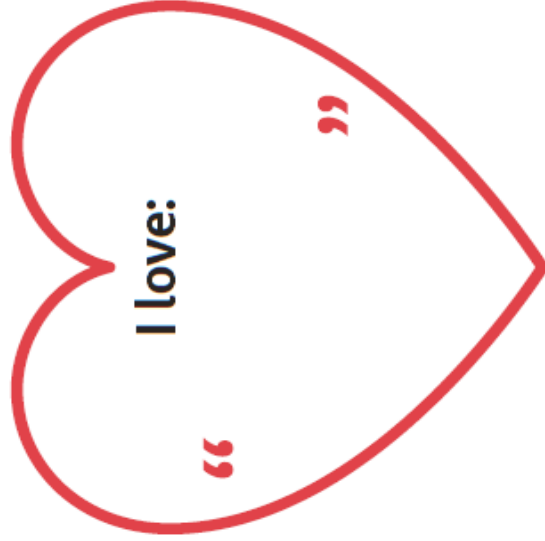
How many days until

## Back to School



# All about me

My name is:



This is me

I am:

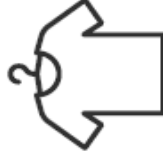


years old

My favourite book:



I'm practising:



Starting Primary School  
with **BBC** Bitesize

My favourite meal:



# All about me

## Guidance for Parents and Carers

[www.bbc.co.uk/startingprimaryschool](http://www.bbc.co.uk/startingprimaryschool)

This booklet is designed to help children develop some of the skills and independence that will come in handy when they start school, as well as to record their thoughts and feelings as they enter this exciting new stage. We also hope it will look great on the family fridge! These notes will give you lots of ideas on how to use each section. For more free, expert resources that you can use as your child starts school, including games, videos, articles and advice, check out our website at [bbc.co.uk/startingprimaryschool](http://bbc.co.uk/startingprimaryschool)

### **My name is**

Using the poster: Write or print out some of your family's forenames, mix them up and support your child to identify theirs. Help them stick their name on the space on the poster, or to try writing their own name if they choose to.

More ideas: Encourage your child to recognise their name using a sign on their bedroom door, alphabet fridge magnets or homemade letters. Say their name together, sounding each syllable out with a clap. Repeat the first sound – can you identify some other names or words that start with the same first sound?

### **This is me**

Using the poster: Help your child to take a selfie, print it out and stick it onto the poster, or use an existing photograph. They could also draw or paint a simple self-portrait, if they are ready to.

More ideas: Talk about the similarities and differences between your child and their friends. Look in a mirror together and explore your facial features, making faces and talking about your expressions. What does a happy or sad face look like?

### **I am... years old**

Using the poster: Support children to write the number that represents their age.

More ideas: Try some number games to develop your child's awareness of numbers, like Musical Numbers. Lay out numbers on the floor and when the music stops, shout out a number for your child to find. Or go on a number hunt at home or while you're out, looking out for numbers on houses, in shops or at the park.

### **I love**

Using the poster: Chat with your child about their favourite things and people and write down their words in the heart using the quotation marks.

More ideas: Record your chat on your smartphone and listen together. Explore the idea of love. How can it connect us to our friends and families when we are apart? What does it feel like?

Does it have a colour or shape?

### **My favourite book**

Using the poster: Discuss how your child would like to represent their favourite book and support them to add it to the poster using words, pictures or even a feeling or colour.

More ideas: Visit a library together and let your child choose a book for bedtime – don't worry if it's always the same one! Identify a cosy place at home where your child likes to look at books. Let your child see you reading and tell them about your favourite stories. Act out stories together using your child's toys.

### **My favourite meal**

Using the poster: Represent your child's favourite meal with cut-and-stick food pictures or a photo of a mealtime. More ideas: Talk about different mealtimes and support your child to say what they prefer – at school they will be encouraged to make choices and say what they do and don't like. Practise using a knife and fork during meals or during play with plasticine or sand. Work together to plan or make a healthy meal or snack, thinking about numbers, shapes, colours and textures by counting simple ingredients together or looking at the colours and shapes on a plate of food.

### **I'm practising**

Using the poster: In the box there are pictures representing washing hands, putting shoes on, putting a hand up in class, getting dressed, blowing noses and using the toilet. Support your child to colour in the picture representing each activity, or to use small stickers to mark each one, as they have a go.

More ideas: Encourage your child to attempt the self-care activities on the poster as part of their daily routine, or when you have a few spare minutes and are not in a rush. Let your child dress and undress themselves, borrow some school uniform and try it on, or set up a 'sniffle station' with tissues within reach. Ask them to help you wash and dry your hands by showing you how it's done.

## Useful Links

- ❖ **BBC Bitesize: All About Me** – Starting primary school downloadable resources: <https://www.bbc.co.uk/bitesize/articles/zdttt39>
- ❖ **This Book is About Me** (William Smyth) – **editable PowerPoint Passport** [https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjox9OX4sjvAhUChlwKHQwCCF8QFjAEegQIAxAD&url=https%3A%2F%2Fwww.communicationpassports.org.uk%2Ffiles%2Fcm%2Ffiles%2FBasic\\_A5%2520Dec15\(1\).ppt&usg=AOvVaw3\\_6f1zoT6ECN6-yKUj9oEd](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjox9OX4sjvAhUChlwKHQwCCF8QFjAEegQIAxAD&url=https%3A%2F%2Fwww.communicationpassports.org.uk%2Ffiles%2Fcm%2Ffiles%2FBasic_A5%2520Dec15(1).ppt&usg=AOvVaw3_6f1zoT6ECN6-yKUj9oEd)
- ❖ **My New School** (Yvonne Shreffler) – **editable PowerPoint Passport** <https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjyzvep58jvAhXFmFwKH RNoDLsQFjAAegQIBRAD&url=https%3A%2F%2Fslideplayer.com%2Fslide%2F4837200%2F&usg=AOvVaw3RS61MhHAucO2UE3-DqArC>
- ❖ Pacey resources and advice for Early Years Transition to school. <https://www.pacey.org.uk/partners/school-ready/preparation/>
- ❖ Twinkl, purchasable resources to support transition as well as extensive resources for SEND support. <https://www.twinkl.co.uk/resources/home-early-years/teacher-organisation-eyfs-early-years/early-years-transition>

If you require further support or advice regarding transitions or clarification about any information contained in this Transition Toolkit please contact:-

**Cathie Woodbridge-Principle Area SENCo** ([Catherine.Woodbridge@slough.gov.uk](mailto:Catherine.Woodbridge@slough.gov.uk))

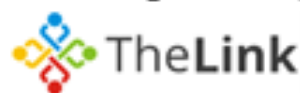
Or

**Sarah Covell-Senior SEND Support Officer** ([sarah.covell@slough.gov.uk](mailto:sarah.covell@slough.gov.uk))

## Early Years and Prevention

The Early Years Service consists of the following functions: Family Information Services (FIS), Quality, Care and Learning, Children's Centres and Early Help.

Each of these teams, working collaboratively, offering a range of services to the early years sector in Slough.



For further information visit: [www.thelink.slough.gov.uk](http://www.thelink.slough.gov.uk)

## TheLink Website <https://thelink.slough.gov.uk/>

TheLink website for education professionals in Slough. We hope that TheLink will become a powerful tool to strengthen the education system in Slough by supporting the communication of education priorities and facilitating collaboration across schools and settings.

TheLink website is funded by the Education Directorate in Slough Borough Council and is managed by the Business Support Team. It is aimed at current and future education professionals in Slough, particularly teachers and Early Years practitioners.

We have a strong and vibrant education system in Slough characterised by good educational outcomes for children and a growing spirit of collegiality and **partnership working** across schools and between schools and the LA.

TheLink will further strengthen the education system in Slough by improving the communication about provision, services, and local priorities. TheLink is a publically available site, but staff and governors in Slough schools and Early Years settings are invited to become registered users to gain the full benefits of the website.