

## Reading/BFfC Early Years to Primary School Transition Charter

### Working together to support a child's journey from Early Years into Primary School

Transitions are significantly important times during the lives of children, and it is important that all professionals and parent/carers in a child's life have a shared understanding of what transition means and how a consistent approach should be put into place. Everybody will work together with respect and understanding to support children through their transition from Early Years to Primary School.

Early Years settings will:	Schools will:
<ul style="list-style-type: none"> <li>• <u>Foster effective relationships</u> with families, providing clear communication on the admissions and transition process</li> <li>• Work with professionally respect school education professionals</li> <li>• Signpost parent/carers to the <u>transition online hub</u> and <u>Starting Reception webpage</u></li> <li>• Providers will follow the advice on the <u>professionals transitions hub</u> to include sharing of paperwork, summative assessments, FAQs, one page profiles etc, within a timely manner</li> <li>• Where possible designate <u>key link staff</u> to facilitate transition including additional visits where relevant</li> <li>• Ensure <u>SEND Code of Practice</u> processes are implemented where relevant</li> <li>• Notify the school (following confirmation of places) that the child has SEND needs and request to arrange a transition meeting</li> <li>• Complete an <u>EY SEND Passport</u> (or similar) to support the transition meeting and share relevant information/paperwork about the child within an agreed timescale</li> <li>• Provide a range of transition activities within the setting to support the child e.g. role play of school uniform and getting change for PE, teddy bear picnics for lunch, fine motor skills to support pencil grip, variety of activities to support recognising names</li> <li>• Talk positively about the child's transition to school</li> <li>• Download social story for the child from the school's webpage and share this with the child. Identify children at risk of reduced timetables and exclusions to the local authority early years team</li> <li>• Notify local authority Early Years team where effective transitions are not being facilitated.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Foster effective relationships</u> with families, providing clear communication on the admissions and transition process</li> <li>• Work with and professionally respect early years professionals' knowledge and information shared</li> <li>• All schools to have regular open days/group tours so that parents can see schools before making their preference. Where this is not suitable, schools will provide video tours on their webpage</li> <li>• Signpost parent/carers to the <u>transition online hub</u> and <u>Starting Reception webpage</u></li> <li>• Be welcoming to families who have been allocated their school</li> <li>• Provide a social story on their school webpage that anyone can download to include photos of the school e.g. entrance area, classroom, lunch hall, playground, sensory room and staff</li> <li>• Provide a clear transition plan for all children, coordinating key dates and activities with the parent/carers and the child's early years setting to include a commitment of planned staffing team for reception</li> <li>• Schools will follow the advice on the <u>professionals transitions hub</u> to include transitions meetings, facilitating additional visits where needed, and ensuring information received is shared with the relevant school staff e.g. from the SEND passport</li> <li>• Ensure <u>SEND Code of Practice</u> processes are implemented where relevant</li> <li>• Ensure any strategies/resources agreed to support a child's transition is in place for the first day.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Talk positively about the child starting school</li> <li>• Provide reassurance and guidance to parents about how their child will be supported in their school</li> <li>• Identify children at risk of reduced timetables and exclusions to the local authority</li> <li>• Notify RISE team where effective transitions are not being facilitated.</li> </ul>
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<p><b>The Local Authority will:</b></p> <ul style="list-style-type: none"> <li>• <u>Coordinate admissions</u> as required by the school admissions code</li> <li>• Share information including reminders to EY settings and schools about what should be done and by when to ensure a smooth process for children</li> <li>• Ensure the Transition Hub webpage for both <u>parent/carers</u> and <u>professionals</u> is continually reviewed and updated</li> <li>• <u>Children's Centres</u> will provide a range of sessions and family support to support families prepare their child for school</li> <li>• Provide a range of <u>books and information</u> to parents and children supporting reading and literacy</li> <li>• Host virtual sessions to share information with parent/carers about transition to school and the admissions process</li> <li>• For children with <u>EHC plans</u>, provide clear and concise information and guidance about the phase transfer process as set out in the SEND Code of Practice 2015</li> <li>• Identify those children at <u>risk of missing education</u> and provide both individual support and support for schools</li> <li>• Offer transition support from the <u>Under Fives EY SEND Service</u> including SEND advisors and Portage representation at transitions meetings where appropriate.</li> </ul>
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<p><b>Parents / carers in the child's life will:</b></p> <ul style="list-style-type: none"> <li>• visit potential schools and apply for their preferred options in line with the <u>admissions process</u>.</li> <li>• openly communicate and engage with early years settings and schools</li> <li>• be able to confidently share their thoughts, ideas including any concerns or anxieties</li> <li>• provide and update contact information.</li> <li>• parents will be ambitious for their children and are help their child develop skills to be independent.</li> <li>• use the <u>Parents Online Transition Hub</u> and <u>Starting Reception page</u> to support their child</li> </ul>	<p><b>Other supporting organisations will:</b></p> <ul style="list-style-type: none"> <li>• recognise and understand the timetable for admissions &amp; transition to reception.</li> <li>• support and promote early developmental skills that are essential to a child's journey to reception e.g. toilet training, recognising their name, independent dressing skills etc.</li> <li>• communicate clearly with education settings and the local authority.</li> <li>• actively support transition</li> <li>• share relevant information</li> <li>• support any enhanced transition plans.</li> </ul>
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to be prepared for school in line with the child's development, SEN plans and outcomes

- Parents will use the flyer 'Journey to Reception' to ensure they have everything they need to support their child be ready for Reception
- Talk positively about school and use language to support their child in feeling excited and confident to start school (e.g. not use phrases such as 'big school' which could add to a child's anxiety)
- Attend any transition meetings/events in agreement with the relevant settings/school
- Download the school's social story from their website and share this with their child before starting school
- Be aware of the SEND Code of Practice 2015 and next steps for their child if relevant.

If we get this right, children transitioning from early years to school will:

- be helped to build new key relationships
- be excited to start school
- have an initial awareness of school routines
- recognise their new classroom, teacher and other school environments
- feel safe and have trust in their new setting
- know who they can go to for help/support
- have the correct resources/strategies in place from their first day at school
- begin school full time in the first term.