Developing effective, supportive transitions 
**adapted from: Developing effective, supportive transitions**

| **Prompts to support reflection and planning**  | **How do we do this now?** | **What could be improved?** |
| --- | --- | --- |
| **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.
 |       |       |