

# Timeline for Transition from a Pre-School Setting into School



## Introduction

The timeline outlines the activity that should take place to support children make a positive transition to school.

The timeline is set out by term with activities for parent/carers, pre-school settings and schools to give an outline of key events that happen throughout the year. In this document, the term pre-school is used for any education and childcare setting that a child attends before they start school. This includes childminders, day nurseries and pre-schools.

Children requiring a Supported Transition should have access to the same support as children accessing a universal transition with additional support over and above universal support based on their individual needs.

Some children with additional needs, including visual or hearing impairment (VI/HI) will require transition into school to be considered from an even earlier stage than indicated below. Advisory Teachers of HI/VI will support parents and carers with visiting local schools and advice on the support available. They provide support to children with VI/HI throughout the child's pre-school years and into school.

This document should be used alongside other guidance available on our website at [Early years transitions - West Sussex County Council](#).

## **Autumn Term (or one year ahead of transition into school)**

### **Support Provided by Parents /Carers**

Parents/carers and child attend school open days or evenings.

Parents apply for school places – before 15 January.

Parents share with child's pre-school setting any concerns they have about their child starting school so fears can be alleviated, and support provided at the earliest opportunity.

### **Support Provided by Pre-school Setting**

#### **Universal Transition**

Pre-school setting staff talk to parents about choices of local schools.

Pre-school setting shares the school admission and provides support if there are any concerns identified that might impact on the child's transition to school.

Pre-school setting talks to families to make sure they have applied for a school place and reminds of the deadline – January 15th.

#### **Supported Transitions**

Pre-school setting schedules dates for Education and Health Care Plan (EHCP) Annual Reviews.

### **Support Provided by School**

Book onto [Transition Events](#) in their local area.



## **Spring Term (or two terms ahead of transition into school)**

### **Support Provided by Parents /Carers**

Parents apply for school places – before 15 January, even if they are considering delaying school start or specialist provision.

When school place is offered, parents inform the child's setting and updated if there are any changes to the school child will be attending.

### **Support Provided by Pre-school Setting**

#### **Universal Transition**

Book onto [Transition Events](#)

based on expected schools they need to see. Bookings can be amended once school places are offered.

#### **Supported Transitions**

Pre-school setting to gain consent from parents/carers and provide copies of all relevant documentation to the school. For example, professional's reports, assessment information, individual support plans, or health needs plans

### **Support Provided by School**

#### **Universal Transition**

Plan transition activities to support children starting school – for example:

- home visits
- setting visits
- visits to new school
- providing books and information to pre-school settings to share with children

#### **Supported Transitions**

Evaluate provision provided in pre-school setting and start planning how successful strategies of support can be translated into the Reception Class.

Identify any potential staff training needs.

Where physical or health needs have been identified, the school will need to undertake a risk assessment and develop plans to meet the child's needs.

If appropriate, start informal visits to the school for the child.



## **Summer Term (or one term ahead of transition into school)**

### **Support Provided by Parents /Carers**

Engage in transition activity and share their hopes for their child and any worries they have about their child starting school so that they can access support.

### **Support Provided by Pre-school Setting**

#### **Universal Transition**

Attend [Transition Events](#)

Transition activity continues.

#### **Supported Transitions**

Pre-school setting to ensure details of agencies/ professionals involved with individual children are up to date.

Arrange a transition planning meeting between the pre-school setting, parents/carers, school and other relevant professional supporting the family.

Plan for any specialist equipment to be transferred to the school in readiness for the child's first day.

Transition activity continues.

### **Support Provided by School**

#### **Universal Transition**

Attend [Transition Events](#).

Carry out planned transition activity.

Ensure all relevant information has been transferred from the pre-school setting to the school.

#### **Supported Transitions**

Ensure all children who require additional planning and support are given an opportunity to visit their new school, accompanied by a familiar adult, and to join in a variety of sessions, including playtimes and lunchtimes.

Arrange additional visits for children who need more personalised arrangements.

School to provide 'All about my new school' information for each child, with lots of pictures or make short video clips of the classroom and school environment. Parents/carers should then discuss this regularly with the child.


Give children opportunities to meet key staff, such as their teacher, teaching assistants and any other support staff who will work with them.

School to make appropriate referrals to specific agencies if required.

School to undertake any identified staff training.

Ensure staffing, resources and equipment will be in place for September.

If required, undertake an Accessibility Audit and finalise individual provision and/or health plans.



## **Autumn Term (or the term of entry into school)**

### **Support Provided by Parents /Carers**

Engage in induction activity and share any worries they have about their child settling in school.

### **Support Provided by Pre-school Setting**

Communicate with the school to discuss success of the transition and progress of the child. This supports the child and family with the transition as well as embedding links with the school for future transitions.

### **Support Provided by School**

#### **Universal Transition**

Continue transition activity and follow school's induction plan for new children starting school.

Regularly meet with parents/carers to discuss how their child is settling in and to review provision.

Share successes of individual children with their pre-school setting.

#### **Supported Transitions**

Ensure all relevant information has been transferred from the pre-school setting. Check that this has been shared/ disseminated with key staff.

Ensure that staff understand the needs of their pupils. For example, through one- page profiles.

Identify any further staff training needs.

