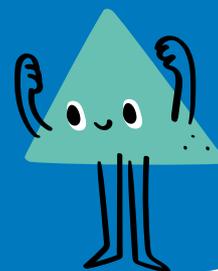




Moving to primary school



Transition timeline

EARLY YEARS SETTING

Autumn term 1

Use the [early years screening tool for transition](#) for children aged 3 and 4 yrs who are due to start school next September to identify children for whom an enhanced transition is likely to be needed.

For each child identified use the [transition: thinking ahead](#) prompts to consider what's already been done and what else needs to be done to help prepare for a smooth transition?

Discuss with parents/carers.

Make links with primary schools in your locality and consider how to build/maintain strong working relationships e.g. invite transition leads to attend events e.g. autumn fayre, harvest festival.

Autumn term 2

Discuss the transition process with parents and carers of children due to start school next September and encourage visits to schools as well as attendance at open days/evenings.

Remind parents of the January deadline to apply for a school place: [apply for a school place](#)

Spring term 3

Ensure parents/carers have applied for a school place before the January deadline using Oxfordshire County Council's admissions process.

Prepare information for all children moving to primary school – [all about me](#), [WellComm language assessment](#) and [transition summary form](#).

For those you have identified as needing enhanced transition support prepare additional information and documentation needed to support this.

Discuss with parents/carers.

PRIMARY SCHOOL

Reflect on transition process for children who have just joined the school; what went well, what could have been better?

Reflect on feedback gathered via the [moving onto primary school - parent questionnaire](#).

Link with early years settings in your locality and invite parents of children starting school next September to open days, coffee mornings etc.





Transition timeline

EARLY YEARS SETTING

Spring term 4

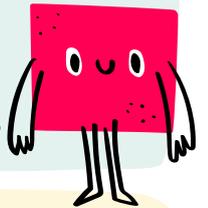
Remind parents and carers to respond to primary school offers made in April.

Work with parents to update information about their child. With parental agreement send information to the primary school and any other agency working with the child once school places are known.

For children needing enhanced transition support, arrange enhanced transition meetings with the confirmed primary school, family and other relevant professionals.

PRIMARY SCHOOL

For children with SEND or experiencing other vulnerabilities, link with the early years setting and agree to participate in an enhanced transition meeting with the early years setting, parents and relevant professionals.



Summer term 5

Plan for how you will support all children in your setting to prepare for the move to primary school. What activities, resources and events may support this in your setting? e.g. a school themed home corner, display boards, leavers ceremony from their early years setting.

Meet with primary school, family and other relevant professionals to collaboratively develop a transition action plan using the **enhanced transition action plan** template for vulnerable learners.

Where possible, ensure that familiar staff members are available to support transition visits for children experiencing vulnerability.

Once information on children needing an enhanced transition has been received and discussed, begin transition planning for vulnerable learners.

Meet with early years setting, parents and any relevant professionals to agree joint action plans for vulnerable learners using the **enhanced transition action plan** template. Ensure action plan is shared with all key members of school staff.

School staff visit early years settings.

Children needing an enhanced transition begin series of supported visits to school.

Summer term 6

For all children share an **all about me** (written/updated in the last 6 months), **WellComm**, **language assessment and transition summary form** with schools.

Deliver planned activities, resources and events to support all children to prepare for the transition to school e.g. a school themed home corner, display boards, leavers ceremony from their early years setting.

For children needing an enhanced transition share relevant assessment and planning e.g. SEND support and outcomes plan, medical care plan, individual intervention record etc as appropriate.

Provide resources and information to families to support their preparation for primary school e.g. school welcome packs, names of key staff members, photos/videos of the classroom and other areas.

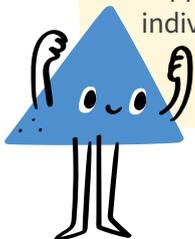
Implement agreed actions from individual enhanced transition action plans.

School staff visit early years settings.

Children needing an enhanced transition continue supported visits to school.

For children with a high level of SEND but no EHCP, consider need for transition funding **Early years SEND funding**

continued over



Transition timeline

EARLY YEARS SETTING

Summer term 6

continued

Implement agreed actions from individual enhanced transition action plans.

For children with a high level of SEND but no EHCP consider need for transition funding.

[Early years SEND funding](#)

PRIMARY SCHOOL



Autumn term 1

Reflect on the transition process. What went well and what could have been better? Plan adjustments for next year.

Continue to implement and review individual transition action plans.

Reflect with parents on the transition process once the child has had a chance to settle in. What worked well, what could have been better. Plan adjustments to the process for next year.

If applicable, attend the local authority transition training for school reception class staff. (Schools are usually invited to attend by EY SEND team or speech and language therapy if children with significant communication difficulties are joining the school).

Send all parent/carers the link to the [moving to primary school – parent questionnaire](#)

Ongoing actions throughout the process



- Refer to [principles for good transitions](#) throughout the process.
- For children making less than expected progress consider the need for support from other agencies in health, education and social care and make timely referrals. If unsure, contact [SENDCO helpdesk](#) so that needs can be met as early as possible. [Early Years identification and implementation flowchart](#).