

# School Readiness – Lincolnshire Early Years and Childcare

## Putting Children First

### Overview

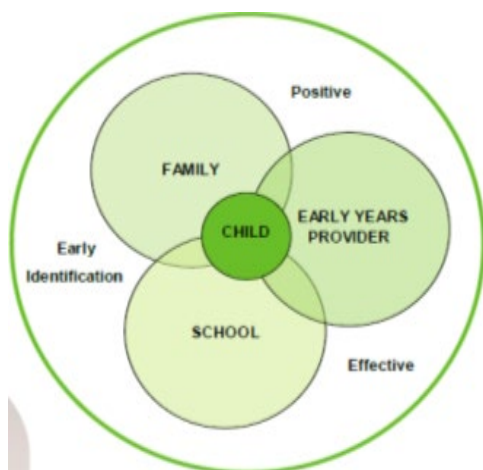
“The move from nursery to school marks an important point in most children’s lives. This period is, for most children, exciting and enjoyable but it also brings social, practical and academic demands that some find challenging.

Transition is a time of change and can be a source of excitement and anxiety for children and parents. Throughout the transition process, young children need to feel secure and confident that their needs, wants, likes and dislikes need to be understood.”

DfE and DH (2015) SEN and disability code of practice 0-25 years, para 1.25

“It is crucial that everyone works together, in the best interests of the child, to make the transition as smooth as possible. Each person has valuable information to share about the child's strengths and areas where extra help is needed.”

Julian Grenier Working with the revised Early Years Foundation Stage: Principles into Practice 2020



## Happy settled children learn better

We know that happy, well settled children learn better and have higher wellbeing. We know that children need support to adjust and move from place to place, person to person. If we hold children in the highest regard and place highest priority on their needs, then a transition plan that caters for their needs is essential.

## Implications for practice

To ensure the wellbeing, attachment, play and learning needs of every child are met, transition conversations and plans that are well thought out and given time will be essential in your practice covering many aspects which may include

- ✓ the child's learning story - how do they tell it or how do I tell it?
- ✓ the child's developmental and learning needs
- ✓ any special or individual needs
- ✓ attachment needs and any early trauma - especially in connection with change and transition
- ✓ support and partnership of parents and carers
- ✓ support and partnership of practitioners, teachers and leaders in both current and future setting or school
- ✓ learning environment set up - similarities and differences between rooms and settings
- ✓ philosophy and delivery of EYFS - similarities and differences between rooms and settings
- ✓ home visits carried out to visit the child and family in their natural and comfortable (usually) home environment
- ✓ paperwork and sharing of information - including handover of information and papers
- ✓ progression and expectations of child in change process
- ✓ resilience and wellbeing of the child - this varies from child to child
- ✓ supporting practice and policy between settings
- ✓ current research, practice and advice regarding transitions
- ✓ value placed on child's involvement, consultation and participation in the process.

## Ready children - universal provision. What is available?

- ✓ The Early Years Alliance will be delivering a universal suite of Ready for School sessions for all parents and children. [Find a children's centre – Lincolnshire County Council](#)
- ✓ Sign up to your local **Children's** Centre Facebook page to view transition related posts
- ✓ It is highly recommended that a transition support plan is completed for all children. [A template to support with this can be found on our website.](#)

## Ready children - additional considerations for some children. What is available?

- ✓ [One page Profile, All about me](#) or [Communication passport](#) may provide additional information which may be required for some children.
- ✓ Some children may have particular sensory differences which will need to be taken into consideration when planning a successful transition into a new environment. [Find out more on our website.](#)
- ✓ Social Stories are particularly useful in supporting some children to make sense of the move from setting to school. [See more on the National Autistic Society website](#)
- ✓ Do children need "practice" sessions at different times to usual to prepare them for a morning start at school?
- ✓ Will children also be attending breakfast or after school clubs? How will these transitions be prepared and managed?
- ✓ If specialist equipment is in place for the child, has the OT arranged for this to be transferred if required?

## Ready settings - considerations

- ✓ You might want to refer to the [SEND inclusion toolkit](#) for support with children's particular needs.
- ✓ Attending EYCC locality partnership meetings can ensure that you are fully informed of best practice.
- ✓ Are you using a transition calendar in partnership with your local school or early years settings to plan for transition events and discussions over the year?
- ✓ Pacey 'Transitions and Settling in – a guide for practitioners - [Transitions and Settling In - a guide for practitioners - YouTube](#)
- ✓ Who will be the point of contact for the family during the summer break?
- ✓ Do you have virtual tours or photographs of your classrooms and key staff to share with children and families?
- ✓ Have you involved all professionals supporting the child in planning provision, for example:
  - early years setting
  - portage
  - speech and language therapist
  - occupational therapist working together team
  - pupil reintegration team
  - kids early learning provision practitioner
- ✓ Is specific training required to support children's needs?
- ✓ Do adjustments need to be made to the environment or routine?
- ✓ Are all school or setting staff aware of how best to support children, for example, midday supervisors and office staff? How will you ensure they receive any additional information

that might be useful? Have you considered before and after school arrangements if applicable?

- ✓ Does the child have specialist equipment in place?
- ✓ Will some children and families need more flexibility around pre start visits (for example, more visits or visits with just their parent or carer?)
- ✓ Do you have a photographic starting school book to share with children and families who may need repetition throughout the summer break?
- ✓ Is there a virtual tour video available on your school or setting website that can be viewed by families?
- ✓ Do you need to think about reasonable adjustments with regards to school uniform based on children's sensory profile?
- ✓ Toileting arrangements if applicable.
- ✓ The council for disabled children have a transition section in their Early Years toolkit which has a useful checklist. (Transition is Section 10)  
[SEN and Disability in the Early Years Toolkit \(councilfordisabledchildren.org.uk\)](https://www.councilfordisabledchildren.org.uk)
- ✓ [Starting primary school - BBC Bitesize](#) This is a useful resource for families with helpful information about healthy lunchboxes, how to help your child make friends and be ready for school

## Ready families- what is available?

- ✓ Antenatal Education Pathway - this pathway will support you, your family and friends through your pregnancy to gain the information you need to make informed birth choices. [See the Antenatal education pathway website for more information](#)
- ✓ Early Years Alliance Let's Get Ready Steady for School sessions delivered in your local Children's Centre. [Find a children's centre](#)
- ✓ Sign up to your local Children's Centre Facebook page for details of groups and activities to support you and your child now and during the summer holidays.
- ✓ Contribute to transition support plan, one page profile or sensory profile. You know your child best.
- ✓ Share the photograph book of the new school with your child regularly.
- ✓ Practice the route to school.
- ✓ Consider the new school routine. Do you need help to prepare your child with a sleep or morning routine? It is best to start these things early. Your health visitor will be able to help with this. The single point of access number is: 01522 843000
- ✓ Health visitors have useful information on their Facebook page
- ✓ All children in Reception class are all entitled to a free school meal. [Find out more about free school meals](#)
- ✓ If you have concerns with regards to toilet training, you can get support from your health visitor or there is useful information on the [eric website](#)

- ✓ If your child has additional needs, you may find useful information on the Lincolnshire Local Offer website [SEND Local Offer – Lincolnshire County Council](#)  
Or [Lincolnshire Parent Carer Forum website](#)
- ✓ Pacey 'Transitions and Settling in – a guide for parents - [Transitions and Settling In - a guide for parents - YouTube](#)
- ✓ There are a range of "Starting school" stories for sharing with your child. [Find some suggestions on the book trust website.](#)
  
- ✓ Regular library visits inevitably lead to more reading. And reading, as it turns out, is brain food! Research shows that reading aids in brain development, especially in your child's first five years of life. [Find your local library and join up.](#)
- ✓ [Starting primary school - BBC Bitesize.](#) This is a useful resource for you and your child with helpful information about healthy lunchboxes, bedtime routines, how to help your child make friends and be ready for school and fun games to play!  
[General information about school admissions can be found on our website](#)
  
- ✓ Early Years Alliance work with parents and carers of children aged 0-19. They offer encouragement and practical support with your development through confidence building, learning or training, and volunteering. They can also support you to prepare for future employment if this is part of your plan. Parents can contact the Skills Development Service through their local Children's Centre, or by emailing their name, and contact details, in addition to their children's names and date of birth to: [beststart@eyalliance.org.uk](mailto:beststart@eyalliance.org.uk)