

CONTACT DETAILS

Specialist Teaching Service
Inclusion Service

01524 581200
Inclusion.north@lancashire.gov.uk

01772 531597
Inclusion.south@Lancashire.gov.uk

01254 220553
Inclusion.east@lancashire.gov.uk

01257 516100
SEND.traded@lancashire.gov.uk

Postal address:
Inclusion Service
PO Box 100
County Hall
Preston
PR1 0LD

Please see the following website for further information regarding how we store and use data when children and young people are referred to our service:

<https://www.lancashire.gov.uk/council/transparency/access-to-information/service-and-project-specific-privacy-notice/>

Inclusion Service

Specialist Teaching Service

Transition Ideas



(Updated Sept 19) Directorate for Education and Children's Services

SPECIALIST TEACHING SERVICE

SUPPORTING TRANSITION TO PRIMARY SCHOOL FOR YOUNG CHILDREN WITH SEND

In addition to the more formal information sharing practices that accompany transition such as transition meetings, information sharing etc, there are a number of activity ideas/suggestions for settings, schools and families to support the transition of young children with SEND from their early years setting to school.

The following are some ideas that may be useful:

Extra Visits:

It can be useful for children with SEND to have additional opportunities to visit school to look around, meet the staff and attend more induction sessions. Sometimes it can be useful to have one or two visits at the end of the day, when there are fewer people around and the child can 'explore' the classroom and school with fewer distractions.

Visits to setting:

It can also be useful for teachers and/or classroom support staff to visit the child's early years setting. Whilst there school staff can review the child's learning journey, talk to their key person, observe the child and may be arrange with the setting staff to lead a short activity with a small group including the child transitioning to school

Photo Book:

Parents/carers, EY practitioners and school staff work together to produce a booklet about school using photographs of key areas and key people that the child will see when they are at school. When putting the book together use the names of the places and people that will usually be used in school.

Key areas will include the child's classroom, the cloak area, the toilets, the outdoor area, the hall (it might be useful to have a picture of the hall when it is set up for lunch as well as the hall as it is used for assembly and/or PE)

Key people will include the child's class teacher, class TA and any other class or EYFS support staff.

Once the booklet is complete, parents/carers can share it with their child from time to time and talk about the different places (and what happens there) and people (and what they do in relation to the child) in school. If parents/carers or school have them, photo books could be done with talking photo albums, so school staff or parents/carers can record messages for the child to listen to if/when looking at the book on their own

If there are particular things a child is interested in or worried about it may be useful to have an additional photo book/s that include these things.

Virtual Tour:

If children or families are not able to make it in to school, school staff may be able to put together a virtual tour of the school (using video or by combining photos of school in to a presentation).

Parents/carers can then share the virtual tour in a similar way to a photo book.

Websites:

Parents/carers can check school websites, there may be transition resources or activities they can share with their children that have been made available by the school. The website may also have some pictures of the things that children in the schools do, these may be a talking point for some children

Walks:

Parents/carers can go for walks that include a route past the school. As part of the walks parents/carers can point out the school to their child, talk about it a little bit and maybe stop and point out one or two things about the building or the grounds.

Playing school:

If there are particular things that happen in school or particular things children are expected to do as part of their classroom or school routine, school staff can share this with parents who can then build some of that in to conversations, play and, where it fits and is appropriate, in to their daily routines. For example, if the teacher blowing a whistle or raising their hands or counting backwards from 3 means stop, then parents/carers could play a stop/start game at home using the same techniques—this gives the child more time to understand, learn and practice this new skill