



Positive Transitions



Against All Odds

How will children have successful transitions to another year group or school with so many variables and unknowns? I don't have the answers but the following are ideas that you could try without the need for physical visits. Once you know with more certainty, what next year will look like, transition plans can follow. Even if you need to start them in September!



Conversations with Families

Communicate in any way you can: phone calls, video links, email etc. Families will appreciate the contact and you can get to know them better.



Virtual Tour

Can you produce a virtual tour of your school with key adults such as the office staff and SLT? Basically include anyone in it who will be a 'constant' and still be doing the same thing next term.



Transition books and leaflets

These can be made with children with particular needs (or all children under these circumstances), for them to take home. Secondary schools could produce a leaflet with key information such as maps and timetable when known.



Gradual/ part time transition

Discuss with parents the possibility of gradual transition and part time timetable if you consider the child will have difficulty settling in for a full day. You can always increase or decrease hours.

Send a project home



Once classes are known, is there an 'all about me' project that could be completed at home so that you can get to know the children quicker? Pages might include, 'how I like to learn,' and 'teacher questions'.

Class information



New teachers and LSAs could put together some information about themselves and the classroom with photos of where things are kept, where their nearest toilets are etc.

Keep communicating



Gather information from all sources. Make sure a full handover is undertaken with previous school and staff. Phone parents and speak to the child on the phone or via video link to build a relationship.

Go the extra mile



Parents of new pupils (and pupils) will need to know that you are investing time in getting to know them. Once you get to know individual families, you will understand how much transition support they need.

Extra SEND advice

If you have a child coming to your class with a complicated need or EHCP, work with senior leaders and SENCO to help transition and secure the correct support. Read paperwork and tap into the expertise of the LSAs who have worked with them previously as they often have more detailed insights than the teacher! See blog post for more support and ideas.

For a more detailed description of each idea, visit: www.positiveyoungmind.com