**Transition Plan – 2020 Adapted for COVID 19**

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| **Name of child** |  | **Setting****Contact**  |  |
| **Primary School** |  | **School contact** |  |
| **Target** | *Suggested actions* |
| To ensure that the voice of the parent and child is considered in the transition process | * *Video/Skype/Zoom/phone call to talk to parent (resolve worries and concerns as soon as possible)*
* *Complete One Page Profile with parents (This could be shared via your usual communication platform, posted or emailed. Telephone discussion prior to sending so they know to read and add to it then return)*
* *Complete All About Me booklet with parents (As above - Some children will require a more in-depth description of themselves and their needs. It may be more appropriate for parents to complete this themselves with support where needed)*

*Ensure Early Help is up to date (complete this to the best of your ability, include information gained from telephone and video conversations, parent’s concerns etc)*  |
| **Setting/School Actions** | **By Whom** | **Timescale** | **Comments/Progress** |
| **Target** | *Suggested actions* |
| To ensure that parents, setting and school share information about the child’s needs to support transition | * *Make contact with school SENCO and Reception Class teacher*
* *Invite new key worker to visit child at nursery or arrange a Skype/Zoom call*
* *Arrange visits to school with parents or video a virtual tour for them and share via Skype/Zoom*
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| **Setting/School Actions** | **By Whom** | **Timescale** | **Comments/Progress** |
| **Target** | *Suggested actions* |
| To enhance the transition experience for the child with SENDCurrent setting | * *Use Inclusion Fund to support additional visits into school for child (when appropriate)*
* *Develop a picture book about the new school to support child (Use photos and videos where possible from previous years if you have them)*
* *Current key person to discuss in detail with parents what they can be doing to help prepare their child for the transition to school. (consider the new routine, key times that might cause issues, what is needed in terms of settling in period)*
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| **Setting/School Actions** | **By Whom** | **Timescale** | **Comments/Progress** |
| **Target** | *Suggested actions* |
| To enhance the transition experience for the child with SENDSchool | * *Use Skype/Microsoft Teams/Zoom to meet the family/practitioner online*
* *Share photos of staff and environment with detail about who they are, when you might see them and what you might be able to do in the areas of provision*
* *Start use of online platform early e.g. tapestry to support getting to know each other and sharing of activities to help settle into school*
* *Ask for photos to be sent into setting to display for when they arrive e.g. family display, favourite activity etc*
* *Give a virtual tour of the environment including how to get to the door on the first day!*
* *All about me video messages e.g. meet the team - families to share these*
* *Carry out an online story time or rhyme time for families to watch*
* *Share videos of own practitioners singing songs and rhymes which are used as part of daily routines*
* *Consider and answer some FAQs which will put families at ease*
* *Film and share your new starter talk which you may have carried out under different circumstances*
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| **Setting/School Actions** | **By Whom** | **Timescale** | **Comments/Progress** |
| **Target**  | **Suggested Actions** |
| To enhance the transition experience for the child with SENDParents | * *Complete or contribute to documents which will be sent home*
* *Encourage your child to become increasingly independent (current key person to share ideas and strategies to support this)*
* *Send photos into setting to display for when they arrive (e.g. family display, favourite activity, what you have been doing during lockdown etc)*
* *Share photos and videos from the school with your child, using teachers’ names frequently and talk about the activities they might be looking forward to*
* *Ask questions and share concerns with the school and/or your child’s key person*
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| **Setting/School Actions**  | **By Whom** | **Timescale** | **Comments/Progress** |

**Signed by**

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| --- | --- | --- | --- |
|  | **Name** | **Signature** | **Date** |
| **Setting** |  |  |  |
| **School** |  |  |  |
| **Parent** |  |  |  |