

CASE STUDY OF EFFECTIVE PRACTICE IN TRANSITION INTO EYFS

NAME OF SCHOOL: JACK TIZARD SCHOOL; TRANSITION CONTACT: KIRSTY PERRY, HEAD OF PRIMARY AND EYFS

THE CORE CURRICULUM	PERSONAL DEVELOPMENT
<p>KEY COMMENT:</p> <p>Our first term is seen as a transition into school term. It is all about building relationships between the staff and children in the class group. They've got to know us, and we've got to know them. We lay down the foundations in communication so that we can build on this in the following terms.</p>	<p>KEY COMMENT:</p> <p>Managing successful transitions is an important part of our school activity. It is not just about new children starting school, but also about how we prepare them, and their families when they move into a new class. We take a lot of time to get transition right for everyone!</p>
SAFETY AND SAFEGUARDING	MANAGEMENT OF TEACHING AND LEARNING
<p>KEY COMMENT:</p> <p>In our planning for the new academic year, we have decided to plan as we would for the start of any other school year, and then adapt our plans to reflect the changing guidelines as they are announced.. This allows us to consider all our usual transition activities. Then we think about how we will adapt the transition activities to keep everyone safe during this time. For example, we are now planning that our introductory meetings will run this term as virtual meetings with families and new children.</p>	<p>KEY COMMENT:</p> <p>We have a member of staff who is responsible for inducting new staff into school. Since COVID-19 we have made the induction training virtual. It includes safeguarding components, but also important information for us on how to learn about and follow our own school etiquettes.</p>

FURTHER DETAILS ABOUT TRANSITION AREAS THAT ARE WORKING WELL FOR THE SCHOOL

Transition area	Comment from the school
Getting to know the school and the classroom	We normally have taster sessions in the term before children start school with us. They spend time with the teacher and the other children. This year, this type of transition will be more difficult to manage. We are currently reviewing our risk assessment to see what we can do here. We have to consider how many other children are in school this term, before we make a decision.
Focusing on each child's needs	Our children often have very complex needs. Meeting the needs of each individual child is paramount. We will adjust what we are doing to suit the child, and make transition a successful activity. Every child is invited to take part in a 'pre-admissions meeting'. This is a multidisciplinary team meeting where parents can meet all the different professionals who will be involved in their child's education. It allows all the various teams (educational, occupational therapy, SALT, physio and medical) to gather enough information to ensure the child's beginning of school can be as smooth as possible. This year these meetings will be carried out virtually.
Resources to help children to learn about us before they start school	Before children start, we send them a set of pictures of the staff who will work with them, and the other children they will be with (if we have permissions to share these with others). Close to the start date, we send a letter from school telling them about what is going to happen on the first day of school. We complete a daily home/school diary for every child. This tells the child's parents about the child's learning experiences during the day and any other care practices that they need to know about.
Parents in school	We think it is very important that our transition into school arrangements include

	parents/carers at the heart of the process. Not only do we want to successfully settle the children but also to leave parents confident about leaving their child in our care. We are planning which safe spaces we can use across the school to enable parents to stay if needed.
Family Link Worker	We don't have a school gate community of parents. Our family link worker is key in our transition arrangements and builds a particular relationship with each new parent in the first term. She also gives parents practical advice and support where this is needed.
The Recovery Curriculum	We are currently discussing the need for a period of a 'recovery curriculum' which our children may need to access to varying degrees. Although our new students will not have experienced Jack Tizard before COVID-19, this recovery curriculum is likely to involve many of the things that our new EYFS learners require – building relationships with their peers and staff members as well as establishing routines within school.

RESOURCES AND PHOTOGRAPHY TO FURTHER EXEMPLIFY STRONG PRACTICE

SUGGESTED COVID-19 BOOKS AND PAMPHLETS	INFORMATION FOR PARENTS
Teaching students (and their families) with learning difficulties about the Corona Virus: http://studentswithlearningdifficulties.blogspot.com/2020/04/corona-virus-what-is-it-and-how-to-look.html	<p>We use the school website to inform and support</p> <p>We send out letters to parents regularly</p> <p>Our class teacher is the first point of contact for each parent</p> <p>We have a family link worker who works very specifically in the first term, to support the families new to the school with practical advice</p>
WEBSITES	PHOTOGRAPHY
The school's own website has very clear information for families, and easily accessible websites for educational activities. It also	Photography of staff and the school spaces children need to

includes videos of staff encouraging activities such as story telling and dancing.

<https://www.jacktizard.lbhf.sch.uk>

We use either Microsoft Teams or Google Meet now for interactive meetings:

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>

<https://meet.google.com>

be familiar with are sent home before the new child comes to school so that parents and children can begin to get accustomed to the school's facilities and recognize the staff who will be working with them.

As class sizes are small, a photograph of the class teacher, who is also the child's key person and main point of contact for the family, is sent home well ahead of the joining point.