



STARTing School: Transitions into School

Settings and schools in Peterborough have established good links regarding children starting school over the years with support from the Early Years Team and the School Improvement Team. Please find below some ideas that settings and schools might like to consider due to COVID-19.

Useful websites and additional information depending on when children will start school are listed below the main table.

*Throughout the document 'early years settings' refers to all early years providers, including preschools, day nurseries and childminders.

	Early Years Settings*	Schools	Risk Factors	LA Support
Working Together: Settings and Schools				
Universal	Suggested good practice <ul style="list-style-type: none"> Contact parents to ensure school places have been accepted, make a note of allocated school and seek verbal consent to share information with feeder school 	Make links with Feeder Preschools/Nurseries/Childminders: <ul style="list-style-type: none"> Use email as settings might be closed (check with Sally Goodwin for current email addresses) 	School might not know which setting a child is at. Settings might be closed.	Sally Goodwin is overseeing a spreadsheet with contact details of settings and schools.

	<ul style="list-style-type: none"> • Advise Sally Goodwin of your feeder schools and how many children you have going into each • Complete PCC suggested Transfer to School document, reflecting on the impact of COVID 19 • Encourage home learning based on the 7 areas of learning and START themes • Encourage home learning ideas based on Phase 1 of Letters and Sounds • Distribute START leaflet • Share online videos to support START messages, such as doing up a velcro shoe versus laces 	<ul style="list-style-type: none"> • Consider using Microsoft Teams to have a virtual meeting with a setting • Find out from setting how they communicate with the parents • Find out if the setting uses electronic learning platform such as Tapestry • Teachers to send messages via Tapestry or similar, if used in settings to practitioners and children, if attending the setting. 	<p>Parent might not give permission to setting to share information about their child with school</p>	<p>sally.goodwin@peterborough.gov.uk</p> <p>Schools to contact Sally Atkinson for any support and advice on Learning and Development:</p> <p>sally.atkinson@peterborough.gov.uk</p>
<p>EAL</p>	<ul style="list-style-type: none"> • Provide school with home language information and level of English spoken and understood 	<p>Find out from Settings:</p> <ul style="list-style-type: none"> • children’s first language and how proficient they are in English 	<p>Child’s first language may differ to parents or carers</p>	

	<ul style="list-style-type: none"> • Share key words in home language, if little or no English 	<ul style="list-style-type: none"> • which languages the parents or carers speak and how proficient they are in English • whether support in translating materials or conversations will be needed • Translate materials if possible 		
SEND	<ul style="list-style-type: none"> • Gain permission from families to share information with school during regular phone calls to families at this time • Arrange a transition meeting – this may be virtual or over the phone. Gather information from the family that they wish to share with the school if they are not able to be present at the meeting • Complete transition information, share with the family and then forward onto school 	<ul style="list-style-type: none"> • Use email as settings might be closed • Consider using Microsoft Teams to have a virtual meeting with a setting • Find out from setting how they communicate with the parents - is communication, understanding or literacy a barrier • Find out if the setting uses Tapestry or what they use to document child's learning and development 	<p>School might not know which setting a child is at – contact who will contact the relevant individual sally.goodwin@peterborough.gov.uk</p> <p>Setting may not know which school child will be attending due to family not applying/appeals</p> <p>Child may not have attended an Early Years setting, no information shared - Contact Sally Goodwin who will contact the relevant individual</p>	<p>Early Childhood Specialists for Inclusion will prompt settings to contact schools as part of the transition process and share information (with permission from the parent)</p> <p>The Early Support Pathway has been extended to include children within their Reception year. Therefore, the Early support assessment can remain open and school can request access via the Early Help Team with parental permission</p> <p>Transition meeting documentation shared with all settings</p>

	<ul style="list-style-type: none"> SEND paperwork with the assess/plan/do/review cycle complete to schools Remember to include EHCP documentation and targets including the review needed at this transition point Complete All About Me and share with family to add additional information if they wish (see parent section) Setting to identify and share resource ideas which child is motivated by and are stage of development appropriate Share information to ensure continuity of care and learning - all strategies and approaches that support the child's learning and development and well-being 	<ul style="list-style-type: none"> Seek information about what works best for the child and how this will support their transition into school <p>Find out from settings:</p> <ul style="list-style-type: none"> Does the child have an EHA? Is the child on the early support pathway? Does the child have a diagnosis and if yes which professionals are supporting? Has the setting forwarded the paperwork onto school? Does the child have an EHCP? Has there been a recent review? Is an EHC needs assessment being completed? Find out from settings all strategies and approaches that support the child's learning and development and well-being Virtual/phone/email contact with setting or school and any therapy services involved e.g. SALT, Physiotherapy -to make plans for the child in a meeting format 	<p>sally.goodwin@peterborough.gov.uk</p> <p>Requests for support received from settings as they went into lockdown has impacted on contact with the settings, implementation of strategies and possible referrals, such as the early support pathway - as settings reopen the Early Years team will be contact with settings to offer support</p> <p>Settings might be closed, however please get in touch with Sally if you are struggling to contact the setting</p> <p>sally.goodwin@peterborough.gov.uk</p> <p>Settings seeking permission from parent to share information about</p>	<p>Examples of All About Me layouts shared with all settings</p> <p>Schools can contact Caverstede – SEND Early Years Hub for resources, and training</p> <p>Schools can contact the settings for further discussions when the child has started in reception</p> <p>Schools can contact an Early Childhood Specialist for Inclusion who can offer support</p> <p>Invite for Reception staff supporting children with SEND to the termly Early Years Senco Forum</p> <p>Signposting and targeted support from Caverstede the EY Specialist Hub</p> <p>Request to the Early Childhood Specialist for Inclusion this may</p>
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	<ul style="list-style-type: none"> • Ask schools to send photos of the school environment and the key people in the Reception class, uniform, book bag, etc that the child will encounter as they make the transition into school • Contact Early Years SEND Specialist and Portage Service as they may be a point of contact if a child has had Portage - they are likely to be involved with children and their families through the transitions 	<ul style="list-style-type: none"> • Send photos of the school environment and the key people in the Reception class, uniform, book bag, etc that the child will encounter as they make the transition into school to setting to share with parents or directly to the family if you are in contact • All staff members to read the All About Me and information about the child so the strategies and approaches that have been successful are continued • Create a way to share this information with staff who may not always have contact with the child e.g. supply staff, lunchtime staff, caretaker, etc • Ensure staff training involves ALL staff that come into contact with the children to ensure continuity • Where there is a known diagnosis school will ask parental permission to 	<p>the child with school, parent may decline</p> <p>If information from early years practitioners is not used to support the child then the transition will not be a positive experience for the child, family and school</p>	<p>include visits to Reception to undertake observations to provide advice and strategies on supporting specific children with SEND, meeting with class staff and SENCO to discuss targets, recommendations and next steps. (this would be after initial telephone discussion)</p> <p>Children with Autism: Contact Claire Nunn: inclusion-referrals@peterborough.gov.uk</p> <p>Opportunity for EYFS staff to access all SEND focused training in the Early Years Programme.</p> <p>LA/Early Childhood Specialist for Inclusion could offer training to support SEND in reception</p> <p>SALT support</p> <p>Early Years SEND Specialist and Portage Service might be a point of contact if a child has had Portage They are likely to be involved with children and their families through the transitions and will have previously visited them, set Portage small steps targets and worked closely with the child and parent.</p>
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		<p>request specialist service information and support</p> <ul style="list-style-type: none"> Schools to ask parents if they can share any medical information that will help them to support the child 		<p>Information may be helpful to the setting or school, with parental consent.</p> <p>Sarah.Bernard@peterborough.gov.uk</p>
LAC	<ul style="list-style-type: none"> Identify LAC children and relevant information Share PEP with school 	<ul style="list-style-type: none"> Identify LAC children Ask for PEP from setting 		
Other Vulnerable	<ul style="list-style-type: none"> Consider those children that may need more transition support and highlight to school Discuss via phone any information about children on CP plans or CIN with EYFS Phase Leader in school or DSL in school Discuss secure transfer of CP Plans and documents 	<ul style="list-style-type: none"> Identify Pupil Premium children Send START Leaflet electronically and in the post View the Virtual tours at the preschool settings Schools to find out from settings if social care services are currently or recently involved with the child or family 	<p>Families might not have access to a computer</p> <p>Settings might not have permission to share this information</p>	<p>Social Care contact, if relevant</p>

- Ask settings to share CP plans or CIN and discuss secure transfer of documents

Settings and Schools Making Links with Parents

Parents are likely to be feeling very nervous about their child starting school and will need reassurance that their child will be safe at school regarding COVID-19

They may be worrying that their child has missed out on months of learning at preschool. Highlight that parents are the child's first educators

A family may have experienced a death due to COVID-19

Finances may be tight, and they might be worried about school uniform, book bags and school dinners

They may be more anxious about the first day if they have never visited the school before.

Universal

- Encourage home learning based on the 7 areas of learning and START themes
- Encourage home learning ideas based on Phase 1 of Letters and Sounds

Make links with parents:

- Send an electronic copy of the START leaflet
- Send paperwork for parents to complete electronically
- Compile a list of websites to send to parents for Home Learning linked to preparing for school.
- Consider using Microsoft Teams to have a virtual meeting with a parent.

Settings seeking permission from parent to share contact details with school if school has not got contact details

Send by post if families do not have access to computer

Schools to contact Sally Atkinson for any support and advice on Learning and Development:
sally.atkinson@peterborough.gov.uk

	<ul style="list-style-type: none"> • Distribute START leaflet • Share online videos to support START messages, such as doing up a Velcro shoe versus laces • Have a named point of contact in the setting for parents to contact with queries and concerns about starting school • Share top tips and own experiences like remembering to name uniform • Pass on tips for buying economical school uniform and supplies 	<ul style="list-style-type: none"> • Set up a weekly virtual meeting for question and answer session for new parents with worries • Provide a help telephone number for parents in case they want to talk about their child or any worries e.g. whether they need a book bag • Personalised letter from the school to explain that these are unusual circumstances and that the school will be supporting the children and parents • Virtual information evening for parents to sign up to – Webinar? • Revisit any information being sent to parents: It will need adapting – Consider different ways of doing meetings • Can bookbags be given out at the start of term. Explain that staggered starts might be longer than previously, depending when schools start back • Schools that have chosen to introduce the EYFS Reforms a year early will need to update the EYFS Curriculum in documents and this will need to be explained to families • Provide a closed social media group for parents to communicate with each other and yourselves 	<p>No access to computer- could the webinar be set up in the school hall for parents without computers to sit 2 metres apart and listen to the messages?</p>	
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		<ul style="list-style-type: none"> • School uniform information – send a photo of a child and provide information as to where to source school uniform from • Send photo of PE kit and provide information as to where it can be sourced • Teachers to send messages via Tapestry or similar, if used in settings. Could the electronic assessment system if used in schools be set up early to establish links electronically with parents and children? • Video of some children in school saying they can't wait to meet the new children and talking about what they like about school. Current parents could send a message to prospective parents • Ensure the school website is up to date. Look into the possibility of creating a section purely for New Intake using the good ideas in this document • Consider creating a separate email address for new intake parents so all queries are directed to one person such as the EYFS Phase Leader • Give details as to how parents can collect admission form, school 	<p>Ensure families without internet are linked in – a regular newsletter with FAQ could be posted out every few weeks.</p> <p>Finances might be tight for some families. Is there a way of supporting the purchase of a book bag?</p> <p>Finances might be tight so reflect as a school as to whether school uniform is a priority – white top and grey trousers or skirt?</p> <p>Consider families without internet.</p>	
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		<p>booklet and Starting School packs, etc This will help settle parents</p> <ul style="list-style-type: none">• Consider ways of collecting 'proof of evidence and any other forms to be completed. Let parents know when they need to be submitted – a timeline might be useful• Communicate to parents the format for starting school in September. This may take longer due to COVID-19 with children attending part-time initially. Children's wellbeing should be the prime concern at this time.		
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EAL	<ul style="list-style-type: none">• Provide parents with translated transition information, where possible• Parents may need advice on uniform and British school life if they have not grown up here	<ul style="list-style-type: none">• Find out from parents and carers what languages are spoken at home• Find out which is the child's first language and try to establish their competency in English• Provide translated information, if possible		

SEND	<ul style="list-style-type: none"> Regular contact via online apps such as Tapestry, phone calls, activity ideas Make transition phone calls to gain permission to share information with schools and to offer support about the transition process Provide activity ideas around transition that families can introduce during everyday family life Email/post an All About Me blank layout to the family which they can complete and share with school Chat with families about the information which can be shared with school. Reassure them that you will share what works well for their child, the successes but also what could be a challenge and how you support those moments – strategies Settings to prompt parents to share any medical information that will help them to support the child 	<ul style="list-style-type: none"> Find out from setting how they communicate with the parents - is communication, understanding or literacy a barrier? Parent/Portage Home Visitor to contact school EYFS Phase Leader who will link in with class teacher and School SENCO to discuss a care plan, particularly if the child has physical or medical needs Schools to liaise with Parent/Portage Home Visitor to provide photographs of the building/room and staff. Possibly introduce a 'social story' Regular contact with the family before the child starts school so that family can ask questions Ensure support for the family by having a named member of staff who will meet and greet every day. Parent and professional and teacher can create a plan to support the child as they transition into reception. This may include the child avoiding the busy time coming into the classroom and arriving five minutes before or after their peers etc. The plan will need to be reviewed regularly 	<p>School may be unable to contact the family - contact sally.goodwin@peterborough.gov.uk for setting contact details</p> <p>Parents own experience of school or anxieties of working with other professionals</p> <p>No information shared so individual needs of the child are not known or understood and appropriate strategies to support the child will not be available</p> <p>Potentially relevant services may not be involved before starting school</p>	<p>Early Support Coordinator - is also contacting the parent/carer of children on the Early Support pathway that are due to start school September 2020- that are not currently known to school admissions/or have not applied -to clarify if they are late applications/or requests for deferred placement/or are applying in another Authority.</p> <p>The Early Support Pathway has been extended to include children within their Reception year. Therefore, the Early support assessment can remain open and school can request access via the Early Help Team with parental permission</p> <p>Portage Home Visitor to contact key workers and staff in the setting and school to discuss a care plan, particularly if the child has physical or medical needs</p>

	<ul style="list-style-type: none">• Setting needs to ask for photos to support the child with transition into the school environment for parents to share	<ul style="list-style-type: none">• Send photos of the school environment and the key people in the Reception class, uniform, book bag, etc. to setting and Portage Home Visitor to share with parents or directly to the family, if in contact• Where there is a known diagnosis school will ask parental permission to request specialist service input• Schools to ask parents if they can share any medical information that will help them to support the child		<p>Portage Home Visitor to gather photographs of the building/room and staff. Or possibly introduce a 'social story'</p> <p>See Local Offer on PCC website for further information on SEND</p>
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LAC		<ul style="list-style-type: none"> • Link in with carers who have parental responsibility • Ask parents about the PEP 		
Other Vulnerable		<ul style="list-style-type: none"> • See above under Universal • Ensure any social care professionals are contacted and linked into any relevant meetings with parents 		

Making Links with Children

Children are likely to be feeling very nervous about starting school as they might not have had the usual lead-in.

Wellbeing is of paramount importance.

Universal	<ul style="list-style-type: none"> • Encourage parents to share with setting and school how their child is feeling 	Make links with children: <ul style="list-style-type: none"> • Develop and share a virtual tour of the classroom and of the school 		Schools to contact Sally Atkinson for any support and advice on Learning and Development:
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	<ul style="list-style-type: none"> • Invite children to draw a picture of themselves which they can see displayed in school • Share child’s perspective on Transfer to School document • With parental permission to share information let children know some of their friends who may be going to the same school • Send a video message to school, maybe showing them singing/dancing/sharing favourite book or toy/showing their pet (like they might on a teacher's home visit) 	<p>(include entrance, exits, dinner hall, etc) upload onto school website and send to children in an email</p> <ul style="list-style-type: none"> • Take photos of classroom activities – could these be linked to children’s interests? Is it possible to provide a photo that links to each child’s interest? (Many children will be interested in dinosaurs, animals, etc so this should not be too cumbersome) • Send a postcard to each child with the class teacher’s photo and a short message • Video the class teacher reading a short story and share it on the school website and send to each child • Video children talking about school and their favourite aspect that can be shared at home or in the settings 	<p>No access to email or computers: Produce a book of photos and post or deliver to the child’s house</p> <p>Check copyright with publishers. Many publishers have relaxed their rules The following publishers have temporarily changed their copyright policies to allow teachers to post videos of themselves reading books aloud for their pupils during school closure due to the coronavirus outbreak:</p> <ul style="list-style-type: none"> • J.K. Rowling (The Harry Potter series) • Simon & Schuster • HarperCollins Children's Books • Macmillan 	<p>sally.atkinson@peterborough.gov.uk</p>
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			<ul style="list-style-type: none"> • Little, Brown Books for Young Readers • Penguin Random House • Scholastic • Chronicle Kids <p>Encourage staff to check the publisher's terms before recording themselves reading a book.</p> <p>In most cases, there are still some terms you need to adhere to. For example, most of these publishers ask that you say at the start of the video that you're reading the book with their permission. You may also be expected to delete your video, or make it unavailable, after the end of the summer term.</p>	
EAL		<ul style="list-style-type: none"> • Learn some words in the child's first language e.g. Hello and goodbye; My name is--- • Speak slowly and clearly with gestures on a video call • Refer to objects and pictures – have these available when doing a video call 		Contact Sally Atkinson for any additional support

SEND	<ul style="list-style-type: none"> • Share how I communicate - signs, symbols, single words • Establishing relationships with familiar adults - familiar key people • Visits - I may need more time to settle/different plan to my peers • Sharing information so creating continuity for me • Please ask my parent to look at my "All about me" if I am on the Early Support Pathway • Training and support from my setting so you understand what I need, like/dislike, what upsets me, what makes me anxious • Training on the equipment, strategies or approaches I might need to support my learning • Introduce activities and play experiences to me to help me become familiar with going to school - picture books about the school, have school items in 	<ul style="list-style-type: none"> • Is the child on the Early support Pathway? • Do they have an EHCP or is an assessment being completed? • Where appropriate use booklets and leaflets that are being developed by SENI services for example Sensory and Physical Support team and ASD team to support both parents, children and practitioners • Support the child and family by providing photos, videos of the school environment, maybe a virtual tour. • Send photos of the school environment and the key people in the Reception class, uniform, book bag etc that the child will encounter as they make the transition into school to setting to share with parents or directly to the family if you are in contact • Where possible support the child and family with a visit to the setting or school prior to entry. Can the child 	<p>No information shared so individual needs are not known or understood and appropriate strategies to support the child will not be available</p>	<p>The Early Years SEND Specialist and Portage Service</p> <p>Contact parents been visiting, by phone.</p> <p>Advise the following: -</p> <p>Prepare the child depending on their level of understanding - talking to them or making visual resources (offer to send these). This will support the child with SEND, especially ASD or social communication difficulties, to gradually enter school</p> <p>The Early Support Pathway has been extended to include children within their Reception year. Therefore, the Early support assessment can remain open and school can request access via the Early Help Team with parental permission</p>

	<p>the setting for the me to explore. School bags, library bags, school cardigans and jumpers etc</p> <ul style="list-style-type: none"> • Share photos of my school environment that I can look at with my family • Can I have my book bag, so I become familiar with it before I start school? 	<p>and family visit the school when the classroom is empty?</p> <ul style="list-style-type: none"> • Have familiar activities available so that the child has something they can go to and lessen their anxiety • Talk to the setting about the resources and activities so that this can all be ready for visits/first day of school • Ensure staff are familiar and confident with using the visuals • Ensure the visuals are ready for use on the first visit/day at school • All staff members to read the All About Me and information about the child so the strategies and approaches that have been successful are continued • Create a way to share this information with staff who may not always have contact with the child e.g. supply staff, lunchtime staff, caretaker etc 		<p>Early Childhood Specialist for inclusion to support contact with Caverstede – SEND Early Years Hub for resources, training and visits to support</p> <p>Early Childhood Specialists for Inclusion will prompt settings to contact schools as part of the transition process and share information (with permission from parent)</p> <p>The school may request Early Childhood Specialist for Inclusion to visit the child in Reception Class to undertake observations to provide advice and strategies on supporting the child, meeting with class staff and SENCO to discuss targets, recommendations and next steps.</p> <p>See Local Offer PCC website below for additional information on SEND</p>
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LAC		<ul style="list-style-type: none">• Wellbeing will need to be monitored closely		
Other Vulnerable		<ul style="list-style-type: none">• See above in Universal.• Have a discussion with social care (if applicable) and setting about child's interests		

Websites

Practitioners:

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>
<https://foundationyears.org.uk/>
 Practitioner START booklet and leaflet:
<https://www.peterborough.gov.uk/residents/schools-and-education/school-readiness>
<https://www.tts-group.co.uk/blog/2016/02/17/9-top-tips-for-managing-transition-from-nursery-to-school.html>
<https://www.childcareeducationexpo.co.uk/transitioning-nursery-school-ready-ready-schools/>
<https://www.gov.uk/government/publications/ensuring-a-smooth-transition-from-nursery-to-school>
<https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/>
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Parents:

<https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1>
<https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/>
<https://small-talk.org.uk/>
<https://literacytrust.org.uk/family-zone/>
 START Parent leaflet: <https://www.peterborough.gov.uk/residents/schools-and-education/school-readiness>
<https://www.mencap.org.uk/learning-disability-explained/conditions/global-development-delay>
<https://www.autism.org.uk/professionals/teachers/teaching-young-children.aspx#>
<https://nasen.org.uk/>
<https://www.elklan.co.uk/>
https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2017/9/21/early_years_sensory_processing_resource_pack.pdf
<https://councilfordisabledchildren.org.uk/>
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Considerations for STARTing School when schools return in June 2020 Phased return to maintain social distancing

Children will need time to settle back into their current settings.

Practitioners in settings and schools will be focussing on the current cohort of children and will have limited time to visit all settings.

Plan at least one visit to the school for each child and parent – These might need to be organised after school when the current cohort has gone home and there will need to be several organised to ensure social distancing – 10 children at each visit?

Practitioners in settings to share virtual tours of the various classrooms in the various school with small groups of children attending that school. They can talk about what they see together and answer any questions.

Teachers to link in with groups of children at settings via Microsoft Teams or Skype in the settings. Talk about the classroom – show some photos and answer any questions.
Teachers to send messages via Tapestry or similar, if used in settings. Could the electronic assessment system if used in schools be set up early to establish links electronically with parents and children?
Teachers to record and send a storytelling session to be viewed at the setting with the practitioner and group of children starting at that school Teachers to share story on school website (Ensure permission from publisher, if needed)
Plan at least one visit for parents to ask questions: Instead of Home Visits invite parents into school, ensuring social distancing is maintained and hand washing facilities are provided. Some families might be Self-isolating – Set up a virtual meeting with these families. Phone families who do not have internet. Send photos.

Thanks to:

PCC Early Years and Childcare Team, PCC School Improvement Team, Early Years SEND Specialist and Portage Service, City College Nursery, Barnardo's Children's Centre, Spurgeons Children's Centre, Dogsthorpe Infants, Discovery Primary, Caverstede Nursery School, Middleton Primary, Family Action, Kay Reeves (Childminder)