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| --- | --- | --- | --- |
| **Activities for………………………………………………..** | **Who** | **What** | **By when** |
| A transition planning meeting between parents/carers, early years setting staff and school staff. The purpose of the meeting would be to share information about the child, including their strengths and interests, and plan specific activities to ensure a smooth transition. |  |  |  |
| A member of school staff to visit the early years setting to observe the child in a familiar environment. Ideally this would be the child’s ‘safe person’ in school. |  |  |  |
| A member of school staff to work alongside early years setting staff in the early years setting to develop a relationship with the child and support activities aimed at ensuring a smooth transition. |  |  |  |
| The child to visit the school on several occasions with their key person from the early years setting. The purpose would be to become familiar with the environment and school staff. The child would benefit from having opportunities to walk around the school, with an adult, and take photographs of specific areas and people e.g. toilets, playground, dining hall, classroom, teaching and non-teaching staff. |  |  |  |
| The child to be supported in making a photo book of his/her new school. |  |  |  |
| A transitional object to be identified that the child can bring into school to enhance feelings of security. |  |  |  |
| The child to be supported by their key person to make a box of calming/favourite activities to be used in school. |  |  |  |
| School staff to identify, with advice from parents/carers and early years setting staff, a ‘safe place’ for the child in school. This could be an area within the classroom or in a different area of the school depending on the child’s needs. |  |  |  |
| School staff to identify support mechanisms for the child’s ‘safe person’ to allow opportunities to talk about their work, ensure containment of feelings and allow opportunities to explore next steps. This is likely to include support from the Attachment Lead person in the school. |  |  |  |
| A member or members of, school staff to meet with parents/carers on a regular basis to share information, talk about worries, ask questions and develop a relationship, forming a solid foundation for future partnership working. |  |  |  |
| Other e.g. support over the summer holiday |  |  |  |

**Transition Planning**

**Timeline and Actions**