



Inclusion Coffee Morning

Supporting Transitions

Who's who?



Miss Green
Headteacher



Mrs Doe
SENCO

Miss Green – Headteacher

Mrs Doe – SENCo (working days
Wednesday and Thursday)

Miss Dyer – ELSA (Emotional Literacy
Support Assistant)

Dr Laura Gosling – school link EP





What is a transition?

- Transition simply means a time of change.
- Big changes = moving from nursery to school, changing year groups or starting secondary school.
- Small changes = everyday things such as arriving at school from home, moving from one lesson to another, going out to play or coming home at the end of the day.
- Some children adapt really well to transitions, but a lot find it hard and that's completely normal. More preparation, time and support might be needed.
- As adults, we might become frustrated at a child appearing upset when going to school or moving from one activity to another but for children transition involves leaving something familiar and adjusting to something new. This can be exciting but it can also feel uncertain, worrisome or overwhelming.
- Quite often when it comes to transition, children can't articulate how they're feeling or even recognise that is the thing that makes them anxious.

There's lots we can do to help...



How can we help to manage the small transitions?

1. Prepare them – children cope better when they know what's coming.
2. Make routines predictable where possible – same morning routine, same bedtime routine, things packed the night before.
3. Give warnings before a change.
4. Acknowledge their feelings around change “I can see you’re disappointed that we needed to finish that game.” “It’s okay to feel nervous about something new.” Avoid dismissing or diminishing how a child feels about that change.
5. Celebrate the small wins or any type of success – notice when your child transitions to a different activity well.



How can we help to manage the bigger transitions?

The best way we can support children is to gradually build familiarity, confidence and trust before the change happens.

1. Talk positively but honestly. Avoid 'there's nothing to worry about.'
2. Build familiarity with the new routine or the change to come.
3. Answer questions with simple, honest information. If you don't know, simply saying 'let's find out together' is helpful.
4. Where possible, keep the other routines and familiarity of things steady.
5. Focus on coping – developing problem solving skills and confidence in their ability to cope. 'Who could we ask?' 'If this feels tricky, what can we do?'
6. Work together with the school as effective home/school partnerships are so important for transition.

What are some of the things that we do to support everyday transitions in school?



- Where change is known, we always aim to inform the children in advance.
- Every class uses a visual timetable but some children have more personalised visuals to manage transitions.
- We take photos and use these as cards for some children to inform them where we are going next.
- We speak calm and openly about change – we avoid dismissing feelings of worry about it but seek to support the child through it.
- If a new person is coming in or we're going on a trip, we might show the children a picture of that person or take them on an online tour of where we're going/explore the website etc.

How do we support transitions between classes or schools?



- Class teachers identify children who may be a little wobbly about change of year group/school – our ELSA runs four transition sessions with those children from Y1-6 either 1:1 or in small groups. They make booklets to take home over the summer.
- The children will make additional visits to their new class or be given jobs to encourage them to become familiar with their new classroom.
- The TAs make time to sit with their new class or meet particular children and spend a bit of time with them.
- We have extensive teacher and TA handover time.
- For our younger children we offer reduced timetables and gentler starts to schooling working closely with their families.
- Some of our children have support from an Early Years worker to support transition to Reception.
- Our Autistic learners may be offered sessions with Shine Outreach to support the transition to secondary school.



I hope that was informative –
please reach out if you have any
questions.