**Early years transition meetings**

Guidance for professionals

**Transition meeting**

**If you have a child who may need additional support with their transition attending your setting, you should arrange a transition meeting/visit with the new school as soon as the school place has been confirmed.**

**We’ve put together a recommended meeting agenda below.**

1. Introductions (do not start with parent, this can be an overwhelming situation for them)
2. Outline the purpose of the meeting
3. All to state what they admire about the child (positive beginning)
4. Parent(s) to state their concerns regarding transition to school
5. New and current setting to highlight similarities and differences between settings:

* Are there any significant differences that may need to be supported?

e.g. toilet is no longer within same room therefore more prompting required to remind them of toilets to allow time

e.g. snack time is not in the classroom but in a lunch hall, do we need photos to help the child be familiar with both new environments?

* Is the route different? E.g. is parent walking instead of driving them to school? Does the parent need to practice with their child to familiarise them with this?
* Are there any situations that will raise the child’s anxiety/behaviour?

1. **Agree strategies to support their transition into new setting**

* What strategies have worked well within the current setting?
* How can these be put into action at the new setting?
* Any amendments to strategies to meet the needs of the child

1. Agree action plan
2. Agree date and times for transition visits (both ways)
3. Summarise and agree to share action plan and minutes with all parties.

**Action plan (to be discussed as part of transition meeting)**

Date of transition meeting:

|  |  |  |  |
| --- | --- | --- | --- |
| **Strategies to consider at new setting** | **Outcome for child** | **Action to be taken** | **By whom and when?** |
| *Possible areas to consider listed below.* | *Examples:*  *X will be able to enter the classroom independently.*  *X will be familiar with their new teacher.* | *Examples:*  *Ensure that activities X enjoys are planned within first week and available for child to access to support this.*  *There will be a minimum of 3 visits across settings and provide photos as for current setting to explore with X.* | *Eg. Miss Smith completed planning by Sept 2024.*  *Miss Smith and Miss Jones will set dates within 2 weeks of transition meeting.* |
| **Classroom organisation**  Layout, workstation, quiet area, toilets etc. |  |  |  |
| **Social relationships**  Paired up with a familiar friend initially/small group social activity |  |  |  |
| **Visual strategies**  Photographs, symbols (consider the size), timeline required? Makaton used? |  |  |  |
| **Materials and strategies**  Social stories, circle time, weighted blankets, special boxes |  |  |  |
| **Breaktime**  Buddy required?  Quiet area for breaktime? |  |  |  |
| **Lunchtime**  Is the room different?  Menus required in advance? Timings different to current routine? |  |  |  |
| **Classroom routine strategies**  Lining up, visual timetable, risk assessment for trips, timers. |  |  |  |
| **Other factors**  Noise, lighting, unable to communicate hunger/pain etc. |  |  |  |

**Planned visits to new setting/staff to visit current setting**

|  |  |
| --- | --- |
| **Date of visit** | **Aim of visit** |
|  |  |
|  |  |
|  |  |