



## SUPPORTING CHILDREN WITH PHYSICAL DEVELOPMENT (PD) NEEDS THROUGH THEIR TRANSITION TO STARTING SCHOOL

### Did you know?

- Children under 5 should be active for 180 minutes a day.
- Children aged between 5 and 18 should be active of moderate to vigorous intensity physical activity for 60 minutes ([NHS.uk](https://www.nhs.uk)).

### READY

#### - gather information to plan to meet the needs of the individual child

##### Universal Transition

- Conduct home visits and gather significant information. (Documents 30.1-33.2).
- Conduct previous setting visits to gather any relevant information (Documents 34.1-35.1).
- Use the transition level of need tool to identify level of support required. (Documents 5.1-5.9, 5a & 5b).
- Ensure the whole team are aware of any needs within the cohort and the strategies are in place to support them.

##### Enhanced Transition

- Consider what other information may tell you about the child's previous physical experiences. For example, if a child lives in a flat, do they have regular access to an outside space?
- Contact any external agencies involved with the child.
- Attend training or identify members of staff to attend training on physical development programmes or interventions.
- Obtain appropriate equipment needed for children to have full access to the learning environment and provision. For example, steps, writing slopes, adaptable furniture.

### STEADY

#### - use the information to plan ahead and offer guidance for parents/carers on how to support their child to be ready for school.

##### Suggest home learning activities prior to starting school

- Set challenges over the school holidays that involve physical development skills. For example, 'how to use a knife and fork', 'go to a local play area – can you go on every piece of equipment?' Consider sending out the Getting Ready for School activities in your welcome pack (Document 58.1-60.1).
- Audit your environment and resources – does your provision provide opportunities for all types of movements e.g. spinning, pulling, pushing etc. Consider what skill development this promotes and whether it is the correct developmental stage for your cohort.



- Consider any resources that may need to be provided e.g. left handed scissors, raised desks.
- Consider any physical adaptation that need to be made to your provision. For example, do pathways need to be made wider?
- Ensure risk assessment are reviewed and updated as required. If you have children that require individual risk assessment ensure this is reflected in daily risk assessments.

## GO

### - Have in place activities and resources to support the child through their first days at school

- Ensure some physical activity is planned into your daily routine. For example, the daily mile or wake and shake.
- Consider having physical activity indoors and outdoors each day.
- Consider how adults are used to support children with their physical activity. For example, who will be supporting them in the dining hall with their cutlery?
- Create an environment that encourages exploration, risk taking and challenge.
- Consider the effective use of funding for disadvantaged and vulnerable children in order to support and develop their physical skills, if appropriate.
- Consider the unique child when planning activities. There are individual differences with physical development e.g. gender, summer born, premature. Completing a cohort summary will help gather this information.
- Ensure the HFL activity cards are provided to every child.

#### Remember:

- Physical development happens top down and core out. So fine motor skills are the last to develop.
- Outdoor activity lends itself to the vigorous activity needed for 60 minutes each day.