

EARLY YEARS (PVI) TRANSITION PLANNER.



	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
Activities to support transition	<ul style="list-style-type: none"> Organise provision for settling in new starters Display school information about next school intake for parents/carers 	<ul style="list-style-type: none"> Parent/carer consultations (dependent on individual setting) Arrange meetings with SENCO/other professionals where necessary Evaluate September transition procedures - invite parental contribution: coffee morning/survey/questionnaire Display of where the leavers went Send letter/card to children in their new school 	<ul style="list-style-type: none"> Maintain communication with parents/carers Inform parents/carers of important dates for school applications display posters/use variety of communication methods, e.g. social media, website <p>Reception applications open</p>	<ul style="list-style-type: none"> Inform parents/carers of important dates for school applications display posters/ use variety of communication methods, e.g. social media, website Signpost families to local community events running over setting closure 	<ul style="list-style-type: none"> Review website and ensure that information and photos are up-to-date Inform parents/carers of important dates for school applications display posters/use variety of communication methods, e.g. social media, website <p>Reception applications deadline</p>	<ul style="list-style-type: none"> Parent/carer consultations/ reports (dependent on individual setting)

	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
Activities to support transition	<ul style="list-style-type: none"> Block time for practitioners from schools to visit in June/July Plan for time/budgetary implications around transition e.g. cost to cover staff spending time with teachers/parents/carers/ other professionals Check that parents/carers who want a place have applied for Nursery place 	<ul style="list-style-type: none"> Ask parents/carers to inform setting of the place they have been allocated school place Signpost families worried about transition to the local family centre Ask feeder schools to provide transition resources such as book bags/uniform/ transition books Signpost families to local community events running over setting closure <p>School place allocations</p>	<ul style="list-style-type: none"> Continue to ask parents/ carers to inform setting of the place they have been allocated school place Set up role-play area using the transition resources from schools Ensure a selection of books are available that discuss change at an age appropriate level 	<ul style="list-style-type: none"> Provide attainment and other relevant information to the new school Be available for school practitioners to communicate and visit you Prepare supplementary information to be passed to the school such as additional assessment information or specific targeted plans 	<ul style="list-style-type: none"> Continue to be available for school practitioners to communicate and visit you Contact schools that have not booked a visit Signpost families to local community events being run over the summer (e.g. library reading challenge) 	<ul style="list-style-type: none"> Update website ensuring that all information and photos are current including photos of the setting and staff

(* if applicable)

