

# TRANSITION GUIDANCE FOR GOVERNORS.



Supporting smooth transitions for all children, particularly those who are vulnerable, is important to enable a positive start to their early education. Effective transition is a process of events and procedures that support a smooth transition for children and families.

The following information are guidelines about what **governors** should look for to ensure effective transition practice is in place. NB Links to resources within the transition toolkit to support transition practice are identified with the section reference in brackets.

Possible areas to explore	Examples of effective practice	How can governors find out if the school's practice is effective?
<b>How do school leaders demonstrate they recognise and understand the importance of transition for young children?</b>	<p>A policy is in place that indicates the processes to support transition (Document 22.1-22.2).</p> <p>All staff are aware of the processes involved to support a smooth start to school.</p> <p>A calendar of transition events is planned well in advance (Documents 3.1 &amp; 3.2).</p> <p>The transition process and events are evaluated annually, and changes made, to strengthen practice. (Document 21.1-21.8).</p>	<p>Read the school's transition policy. Does it indicate the processes that support transition?</p> <p>Invite leaders and staff to present at a Full Governing Body or committee meeting; ask them to share the transition calendar or tell you about some of the transition events that have taken place or are planned for this year.</p> <p>Discuss what events and procedures have worked well and any changes that are planned, to strengthen practice.</p>
<b>How do staff begin to build positive relationships with parents/carers before the children start school?</b>	<p>An induction meeting for families to help them become familiar with school routines and practices. This includes information about uniform and meeting the staff. (Documents 24.1-27.4).</p> <p>Children are visited in their current settings and at home (Documents 30.1-35.1).</p> <p>A 'This is me' sheet is completed and informed planning. (Documents 50.1-50.2 &amp; 54.1)</p> <p>Parents/carers and their children have an opportunity to visit the school.</p> <p>Parents/carers are given feedback about how their child is settling in.</p> <p>Information gathered through transition events is used to plan provision that meets the needs of all children.</p> <p>All staff are aware of the needs of the incoming cohort. (nursery and/or reception)</p>	<p>Be involved with governor(s) presence at the induction event.</p> <p>Ask leaders and staff about what they do to build positive relationships with families before their child comes to school?</p> <p>Find out about how parents/carers are supported if they have concerns about their child starting school.</p>

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<b>How is transition for children with SEND and those that will need additional help to settle supported?</b>	<p>Meetings take place so that information is shared between the school, previous setting, parents/carers, and any external professionals supporting the child (Document 17.1- 18.2).</p> <p>Plans are in place and regularly reviewed to support the transition of groups and individual children (Document 19.1).</p>	<p>Check the school website. What information is posted relating to support for children with SEND?</p> <p>Ask staff to give an example of how a child with additional needs or SEND has been supported.</p> <p>Talk to leaders about the needs of the current cohort and what is in place to support a positive transition.</p>
<b>What is in place to support children's transition before they arrive at school?</b>	<p>Children have met their teacher and know their name.</p> <p>Children are sent a photo book from their new school which shows the classroom, the uniform and what the teachers look like. They have seen a video clip of the school and their teacher (Documents 37.1 &amp; 56.1-56.12).</p> <p>Stay and play visits are planned before the child starts school. (Documents 55.1-55.2 &amp; 57.1-57.5)</p>	<p>Look at the school's website for any information or videos that support children's transitions.</p> <p>Talk to staff and parents/carers about the events that are offered to support a smooth transition.</p>
<b>What is in place to ensure a warm welcome for the children and their families?</b>	<p>Staff warmly welcome all children and families as they arrive.</p> <p>Every child's name is pronounced correctly.</p> <p>Parents/carers are invited into the classroom frequently, to engage in the activities on offer at the start of the day.</p> <p>Key persons make an effort to get to know the child and the family well.</p> <p>The resources chosen to engage all children. Cultural identity and diversity are reflected in the resources and provision.</p> <p>Children's voice is used as a means of finding out about what they like or dislike about school? (Documents 38.1-40.5).</p>	<p>Spend time in the classroom when the children and families arrive.</p> <p>Observe how children and families are greeted by staff. Are parents/carers encouraged to stay and engage with activities?</p> <p>Note how staff engage with the children and families.</p> <p>Are children engaged with the resources on offer? Do they reflect individual identity and diversity?</p> <p>How have children's feelings influenced adaptations to practice?</p>



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<b>How does the school support transition for parents/carers?</b>	<p>Simple ideas are sent to parents/carers about how they can help their child to settle in school. (Documents 52.1 - 53.1).</p> <p>Parents/carers are invited to talk to teachers to discuss their child's needs and how they can be best supported.</p> <p>The school shares regular information with families about their child's learning and how they can help at home.</p> <p>Parents/carers know who to contact if they have a concern.</p> <p>There are opportunities for parents/carers to meet other parents/carers, such as coffee mornings, "parent buddies" and information about community events.</p> <p>Parents/carers are asked for feedback about the school's transition arrangements. (Documents 27.1-27.4)</p>	<p>Talk to leaders and staff about how all parents/carers are supported to ensure that their child has a smooth transition.</p> <p>Discuss what additional support is available for the parents/carers of children with additional needs.</p> <p>If parents/carers are available, talk to them about their experience of support for their child's transition.</p> <p>Talk to leaders about any changes that are planned because of feedback from parents/carers.</p>

For further information on the 'Supporting Smooth Transitions' project and to access the transition toolkit materials use this link to the transition project webpage.

<https://www.hfleducation.org/school-improvement/early-years/supporting-smooth-transitions>

Resources within the toolkit that may be useful for governors to support evaluation of transition practice include:

Documents 3.1 & 3.2 Transition annual planners

Document 21.1-21.8 Transition audit