

### **Pre-school to School Case-study- School Visits**

At a staff meeting, we asked the nursery practitioners to work with their children to record their favourite and least favourite places in their nursery, through discussion, the children taking their own photographs and making drawings. We shared these with the reception teachers to inform their practice and planning.

We worked closely with the Key Persons in the nursery settings to identify the children in their groups who might find the transition process particularly difficult. These children were not always children who had identified SEN, who already traditionally had extra transition visits, but children who were particularly shy or who had experienced difficulty coping with transition to nursery. We then approached their parents to ask them if they wished their children to have extra transition visits to their new school and to sign a consent form. Every parent gave their permission. We also arranged extra transition visits for children whose parents had arranged holidays and would not be able to attend the open days and visits offered by the schools.

After each visit we ensured that we spoke to the parent/carer when they picked up their child to let them know how we had got on.

The reception teachers were contacted to arrange mutually convenient visits and we took a maximum of four children at a time, to visit their new reception class, during the Summer term. These small groups of children included children with SEN and children identified as needing extra transition visits by their Key Persons.

'Lola' our Transition Puppet set off running to the new school and she always arrived before we did!

Prior to the visits we discussed the importance of giving the children only the support they needed and, if possible to take a back seat

while they explored the setting and made relationships with the children and their new teacher. We took our lead from the children, sometimes this was possible and sometimes more support was needed. Children were observed closely and after each visit we discussed the children and evaluated whether further visits would be needed.

Photographs of the children were taken in different parts of the new setting and with their new teacher, to take back to nursery and share with their group at 'review' time, Key Person and parents. These photographs were then put in their 'Special Books' to keep as a reminder through the Summer holidays.



While visiting the reception classes we the teachers if they had any school sweatshirts that had been in the lost property box a long time, that we could take back to the nursery to be included in the dressing up clothes in the Summer term.

Children in nursery loved wearing the uniforms from their new school in the role play area of nursery.



Evaluations of the work were carried out by the transition cluster, parents, reception teachers and the Birth to Five Service. We feel that, as a direct result of the work carried out to support children's transition, they were better prepared for starting school. Children were treated as individuals and their needs were assessed formatively, allowing them to have as many visits to their new setting as they needed. Reception teachers commented how well and quickly the children had settled at the beginning of the school year.