



Transition into School

Transition Project-Part 2 : Summer Term 2025

Welcome!

Southampton Early Years Advisory Teacher/Area SENDCo Team



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Area SENDCos by liking and following us on Facebook: [Southampton Early Years Advisory Teachers - Facebook](#)



Aims of the session:

- To understand the importance of smooth transitions for all children, especially those with SEND
- To identify transition challenges and share practical strategies
- To support children's PSED during times of change
- To explore 'Southampton's Steps to Starting School'
- To reflect on and review last year's project and its impact
- To plan a consistent, inclusive bridging project around a new and exciting book
- To agree on a piece of work that will be passed on to school to promote a sense of identity and belonging
- To hear updates from Family Hubs and Local Libraries to support transitions
- To continue to build links with local settings and strengthen partnership working



Why good transition from Nursery to Year R matters?

- **Builds Familiarity and supports Emotional Wellbeing:** Helps children feel safe and confident in a new environment
- **Builds Positive Attitudes to Learning:** Encourages curiosity and enthusiasm for school life
- **Promotes Continuity of Learning:** Ensures children's development and interests are understood and supported
- **Strengths Relationships:** Builds strong partnerships between families, nurseries and schools
- **Reduces Inequality:** Identifies and supports individual needs early, promoting inclusion
- **Encourages Independence:** Prepares children with routines and skills to foster independence

“Effective transition is not a single event, but a process that involves children, families and practitioners working together to ensure that every child is prepared for, and supported through, the changes ahead”

Department for Education (DfE), Statutory Framework for the Early Years Foundation Stage

Networking... Transitions

- ✓ What challenges your children face?
- ✓ What challenges do you face?

Choose one person from your group to feedback



Challenges:

Separation Anxiety-Children may experience distress when separating from their primary caregivers, especially if they have limited experience being away from home.

Unfamiliar Environments-New settings, different routines, unfamiliar adults, new peers, and unknown expectations can all be overwhelming

Communication Difficulties-Children with speech, language, or communication needs (SLCN) may struggle to express how they feel or understand what's happening, increasing anxiety.

Changes in Routine-Transitioning often involves new daily schedules, including; meal arrangements, toileting routines, etc. that require adjustment.

Social and Emotional Development-Some children may not yet have developed the social skills needed to navigate new peer relationships or group dynamics.

Developmental Differences-Children start school at very different developmental stages, and some children may require more support to settle in.

Challenges (cont.):

Parental Anxiety-Parents' own worries about the transition can influence how children feel. Uncertainty or lack of information may heighten these concerns.

Inconsistent Transition Practices -If schools and settings don't have structured transition processes, children may not be adequately prepared.

Cultural and Language Barriers-Families from different cultural backgrounds or with English as an Additional Language (EAL) may face challenges understanding school systems or routines.

SEND Considerations-Children with special educational needs and disabilities may face challenges if their individual needs are not identified or supported during the transition.

Lack of Communication-Information may be lost between settings, leading to delayed support for some children

What are you doing already to support children's transition?



Choose one person from your group to feedback

Transition Ideas:

- Home & setting visits to see each child
- Invite parents to Open Evenings
- Sending uniform to pre-schools
- Social stories/photo books to familiarise children with their school and the routines
- Parent coffee mornings at new school in Summer and Autumn Term
- Parent information evenings at new school
- Preschool group visits to new school with Key Workers
- Trying school dinners-Come Dine with Me evening for parents and children
- Preschool/Nursery bear that transitions with the children to school
- Bear from school visits children on home visits
- One page profile to share information
- Stay & Play/Story & Rhyme sessions in Year R
- Transition video-talk through of children's day e.g. dinner routine, morning routine, etc
- Dinner trays and playdough to practice using knife and fork
- Pre-school Snack-Using knife and fork in Summer Term
- Preschool visits to school with lunch
- Videoing stories read by new school staff and sharing with parents over Summer holidays
- Sending resources from Year R to Preschool to gain familiarity
- PE sessions in Preschool-Practise getting dressed and undressed
- Family pictures displayed in Year R role-play
- School logo and staff pictures shared with children ahead of starting school

Transition Ideas continued:

- Encouraging children to develop independence when putting on their coats/shoes and with personal self-care
- Year R /Year 1 teachers send a letter home to the child in Summer holidays saying how much they are looking forward to seeing them
- Children create 'All about me' picture/box at home to share at home visit/at school
- Children create a piece of work which is taken/given to class teacher and a display is made in new classroom
- Ensuring that you have links with local childminders, so children are not missed when sharing information with providers
- Providing a school role-play area-include school logos, uniform, bookbags, lunch trays, photos of new teacher
- Invite children and parents to events, i.e. Summer Fetes, Picnics, Sports Days, etc
- Ensuring there is an equality of transition for all children. All children should receive the same level of transition no matter what school they are attending
- Signposting parents to soft play transition events, café meet-ups, library rhyme time/story time events, etc.
- Sharing information regarding transitional objects/comforters that children may have-showing empathy and understanding for the need of these
- Valuing children's interests by allowing them to choose their own peg/tray picture-Promoting children's ownership and independence
- Providing school application evenings in the Autumn Term to support next year's parents

Childminders:



Children transitioning from a childminding setting can often be more vulnerable, as they may not have peers making the move with them. This makes planned support for these children especially important.

Contact/visit childminders who have children starting your school and arrange visit where possible

If the child attends both a childminder and a setting it is important to contact both settings as the child may present differently in each setting

Childminders are very keen to be part of this transition project. Remember to include them in any transition plans/events.

“For children with SEND, transitions aren’t just changes in routine-they are moments of vulnerability that require patience, planning, and partnership. With the right support, these moments become milestones of growth and belonging”



How do you support children with SEND during their transition into school?



Choose one person in your group to feedback

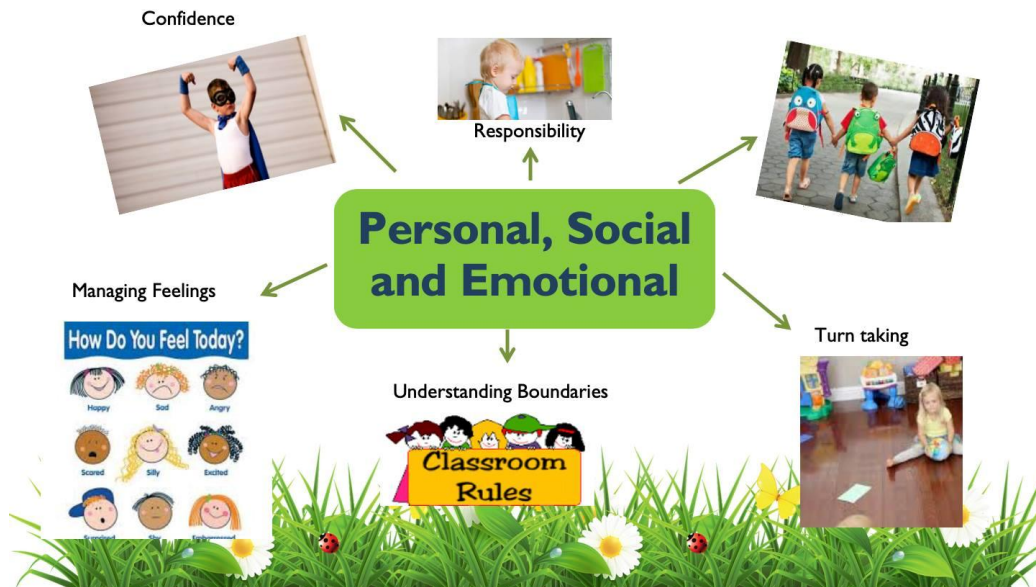
Transition for children with SEND:

- **Early Planning:** Start transition discussions, planning and preparation well in advance
- **Individual Approach:** Tailor support to each child's needs
- **Communication with settings:** Share key information, resources and effective strategies
- **Familiarisation:** Arrange visits, visual aids and transition booklets/social stories
- **Multi-Agency Collaboration:** Involve professionals already supporting the child (e.g. SALT, OT, EP), i.e. hold transition meetings
- **Parental Involvement:** Involve families throughout the process, allowing parents/carers to share their concerns or insights
- **Consistency:** Ensure a joined-up approach between home, setting and school
- **Celebrate progress:** Focus on positives and celebrate small wins

Supporting children's PSED

“Personal, Social and Emotional Development is the foundation for all learning. When children feel safe, valued and understood, they are ready to explore the world around them”

Principles found in the Early Years Foundation Stage (EYFS) Guidance



Supporting Children's PSED During Transitions

- ❖ **Build secure relationships:** Assign a key person to provide consistent emotional support and reassurance
- ❖ **Acknowledge feelings:** Talk about feelings openly, name emotions and validate children's experiences
- ❖ **Foster friendships:** Encourage group play, buddy systems, and collaborative activities to build peer relationships
- ❖ **Use familiar routines:** Maintain as much consistency as possible in daily routines to provide a sense of safety
- ❖ **Prepare gradually for change:** Use stories, photo books, and visits to introduce new environments and people in advance
- ❖ **Promote independence:** Offer choices, encourage self-care skills, and celebrate small achievements
- ❖ **Model positive social behaviours:** Demonstrate turn-taking, sharing, and empathy through your own interactions

All About Me/My One Page profile:

All About Me-Moving On

My name:	Preferred name:	Date of birth:	Setting:
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Things I can do:

What I like and enjoy: (e.g. toys, interests, rhymes, stories, activities)

My family and people who are important to me:

What my family and I celebrate:

My home language:

What I find difficult and how to support me: (visuals, short simple instructions, now and next board, etc.)

Photo of me

Things I am working on:

Gender:

SEND: Yes / No

EYPP: Yes / No

Date started at setting:

How many hours I attend:

Attendance (%):

Any other settings attended:

What I dislike:

My health: (any allergies)

Other important information: requirements, EHC, etc.

Any professionals or support workers: (E.g. SALT/Social Worker)

Southampton E

My development: (tick which applies)

Area of Learning:	Working Towards	Expected
Communication and Language		
Personal, Social and Emotional Development		
Physical Development		
Literacy		
Mathematics		
Understanding the World		
Expressive Arts and Design		

My independence:

I can independently use the toilet	Yes / No
I can put on my own shoes/socks	Yes / No
I can put on my own coat	Yes / No
I can feed myself	Yes / No

Any additional information: (i.e. SEND info/behaviour/things that upset me/things that frustrate me/things I am scared of, i.e. loud noises)

☐ Any additional confidential information that needs to be shared (Tick if applies)

New 'All About Me' doc. is now available to use if you wish

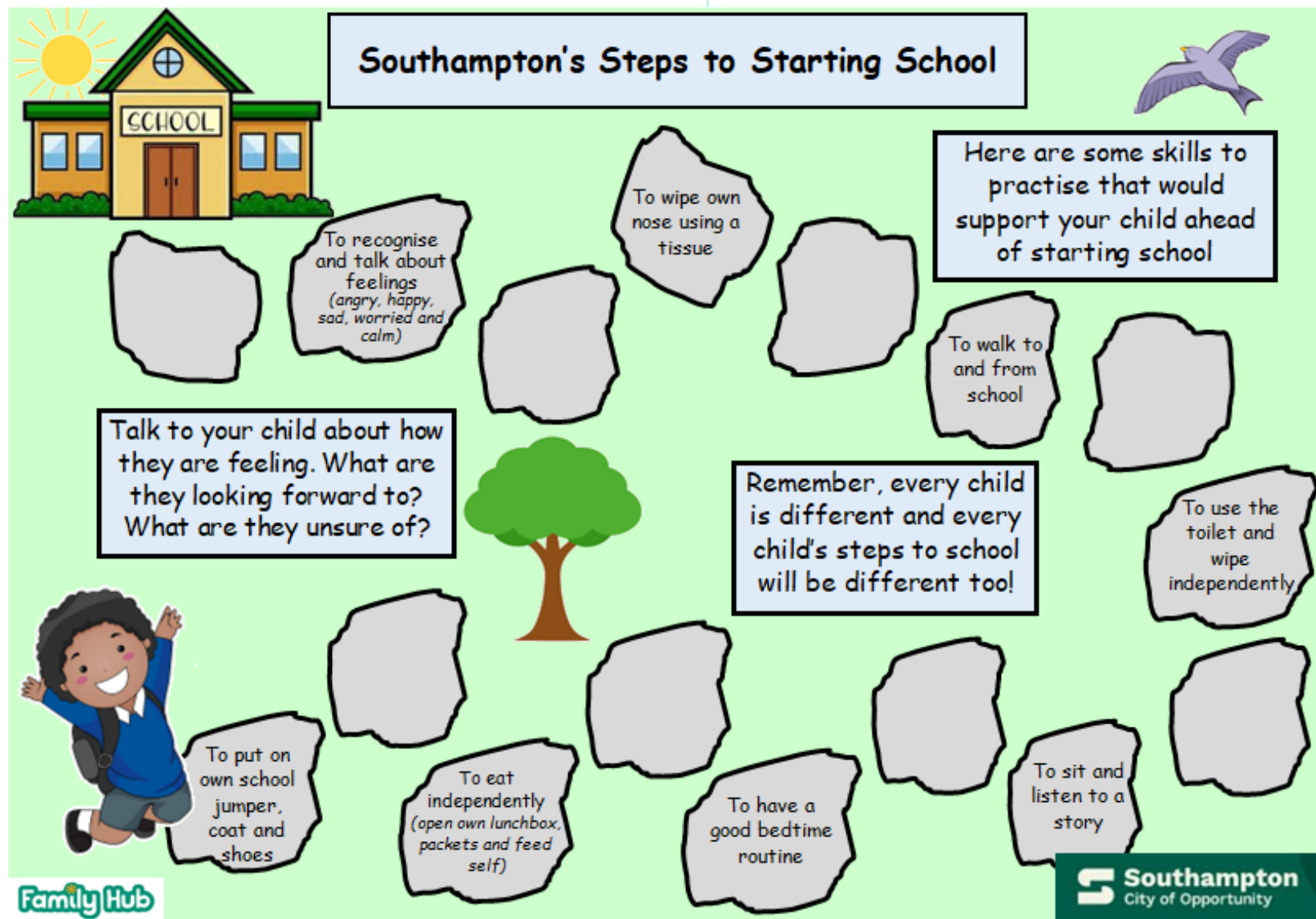
A drawing of me:

Characteristics of Effective Learning: (Please comment on Playing and Exploring/Active Learning/Creating and Thinking Critically)

This is to support-but does not replace- conversations between settings and schools

Southampton Early Years Advisory Teachers (2024)

Southampton's Steps to Starting School



Southampton's Steps to Starting School

Books we are sharing:

The Very Hungry Caterpillar
by Eric Carle

We're Going on a Bear Hunt
by Michael Rosen

The Colour Monster Goes to
School by Anna Llenas



Starting School:

A Guide for Parents & Carers

Starting school is a big and exciting step for your child. This leaflet offers simple ways to support them as they get ready. Nurseries, childminders, Family Hubs, libraries, and schools are all working together to help children feel confident and prepared for this new chapter.

Songs and Rhymes we are singing:

Head, Shoulders, Knees and Toes

If You're Happy and You Know It

Wind the Bobbin Up



Key Skills we are practising:

- To be able to put on own jumper/ cardigan, coat and shoes
- To be able to use the toilet and wipe independently
- To sit and listen to a story
- To eat independently (*opening packets/open lunchbox/feed self*)
- To recognise and talk about when you are feeling happy, sad, worried, angry and calm

Our Transition Project:

All children in local nurseries, with childminders or at family hubs will be exploring a special storybook through fun activities. Schools will continue this in September to help children settle in to Year R.

'All the Things You Will Do' by Lucy Rowland



Extra ways to support school readiness:

- Having a regular bedtime and morning routine
- Walking to and from school, instead of using a buggy
- Using a tissue to wipe own nose
- Playing outside and managing little risks, i.e. climbing
- Saying 'goodbye' to any dummies before school starts
- Limiting the amount of screen time each day

Did it work?

How do you monitor the effectiveness of your transitions?

Do you find out what could be improved for next year?

Parent
surveys

Child
interviews

Feedback
between
schools and
settings

Time for a break

TIME FOR TEA



Transition Project 2025



Recap of Southampton's agreed songs/rhymes, key texts and key skills:

	All of Southampton (West, Central and East)
Songs & Rhymes	<ol style="list-style-type: none"> 1. Head, Shoulders, Knees and Toes 2. If You're Happy and You Know It 3. Wind the Bobbin Up (<i>Last verse: Clap your hands together 1, 2, 3. Places them gently on your knees</i>)
Number Rhyme	<ol style="list-style-type: none"> 1. 1, 2, 3, 4, 5... Once I Caught a Fish Alive
Key Texts (Books/ Stories)	<ol style="list-style-type: none"> 1. The Very Hungry Caterpillar 2. We're Going on a Bear Hunt 3. The Colour Monster Goes to School
Key Skills	<ol style="list-style-type: none"> 1. To be able to put on own jumper/cardigan, coat and shoes 2. To be able to use the toilet and wipe independently 3. To sit and listen to a story 4. To eat independently (open packets/open lunchbox/feed self) 5. To recognise and talk about when you are feeling happy, sad, worried, angry & calm

The Bridging Project




What is a 'Bridging Project'?


- *These are projects that start in the EYs setting and then continue into the Year R class.*
- *They could be based around a book, children's interests, etc*
- *Key resources may move up with the children, such as puppets or the book.*
- *The children's work also goes up with the child so it can be displayed.*

How does a 'Bridging Project' work?

Summer Term– During the last few weeks of term at an EYs setting, practitioners share a book with children and provide additional experiences to immerse the children in the story.

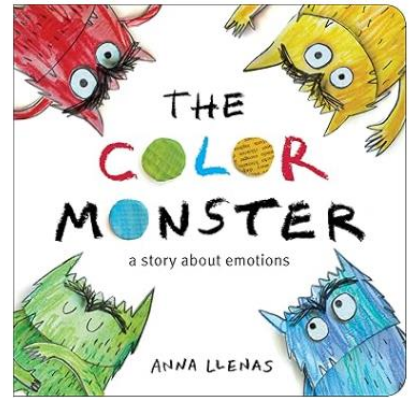


Summer Holidays – Parents can carry on sharing this story with their children. Year R teachers/EYs practitioners can set fun home learning activities for parents to carry out at home that relate to the story



Autumn Term – Year R teachers carry on sharing the book with their new class and revisit previous learning from the EYs settings as well as providing new experiences relating to the story.

An Example Bridging Project:



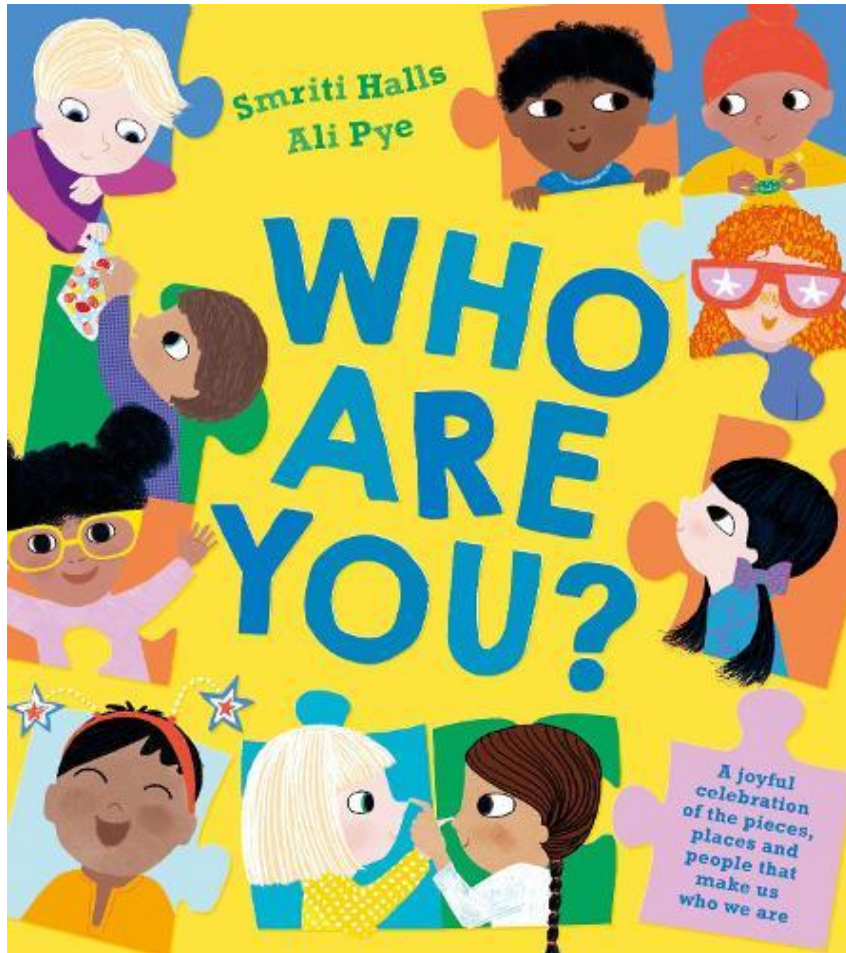
In preschool...

- ✓ Story is introduced to the children
- ✓ Soft toys/ puppets/story spoons provided for children to retell
- ✓ Children make masks for each emotion
- ✓ Children explore Colour Monster sensory trays
- ✓ Child create 'calm down' jars
- ✓ Each child creates their own colour monster to pass onto their new teacher

In Year R...

- ✓ Revisit the story and continue to build on emotions-using a wider vocabulary to describe
- ✓ Soft toys, puppets etc move up and on offer as part of continuous provision.
- ✓ Sensory experiences out to match those from preschool
- ✓ Display the colour monsters already completed by the children in new classroom
- ✓ Circle times to talk about feelings

Discussion-Review of last year:



What went well/not so well?

Choose one person from your group to feedback

Transition Project-2025

‘All The Things You Will Do!’

by Lucy Rowland and Neely Daggett

Remember that you're wonderful - It's great just being YOU!



Why this book?



Celebrates new beginnings, helping children feel excited about starting school

Encourages confidence and curiosity, promoting positive minds

Offers emotional reassurance, supporting children through change

Inspires creative activities, like drawing dreams or making class books

Aligns with EYFS values, promoting kindness, individuality, and effort

Promotes kindness and acceptance, the key values that help build a welcoming diverse classroom community

Sharing the book in your setting: ISF

Nurseries/Preschools-You can use ISF to purchase the book for your setting: Shared Resources - *‘Having just attended the Transition Project training we would like to purchase the book ‘All The Things You Will Do!’ by Lucy Rowland, to support children in their transition to school. This book will provide the children in our setting with familiarity as well as many learning opportunities ahead of starting Year R.’*



Type of application*

- ☐ For a named child
- ☒ For shared resources or training

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Nursery/Preschool:

Key Texts:

The Colour Monster
You Choose
The Koala Who Could
All Are Welcome
Who Are You?

Songs/Rhymes:

If You're Happy and
You know It
Hello, Hello, How Are
You?
I Can Sing a Rainbow
Simple Goodbye Song

Key vocab:

Grow
You
Kind
Brave
Help
Friend

Possible activities:

- Feelings faces
- ‘All About Me’ collage
- Role Play-We’re Going on an Adventure
- Kindness Tree-Adding a leaf/flower
- Adventure Obstacle course-modelling ‘You can do it’/‘You’re so brave’
- Mirror talk time-Say something they like about themselves

Home Learning: Create an ‘All About Me’ picture/box to share on a home visit with new teacher, Create a ‘Feelings Jar’-pick a feeling card each day to talk about (inc. worried, proud, excited), Future Me Portrait-What they hope to be

Example:



Other ideas/Events:

- Big Dreams-Dress up day-What do you want to be when you grow up?
- Transition Picnic-inviting families
- “All About Me” Gallery-celebrating identity
- Time capsule-Hopes and dreams for the coming year

Year R:

Key vocab:

Hope
Dream
Friendship
Explore
Change
Adventure

Key Texts:

The Colour Monster
Goes to School
Oh, the Places You Will
Go
Ruby's Worrry
Only One You

Songs/Rhymes:

This Is Me
If You're Happy and You
Know It
Hello Song

Possible activities:

- ‘Me Bag’-Show & Tell-Children bring in things that represent who they are
- Pair Portraits-Draw a friend
- Brave Moments-Circle Time
- ‘Future Me’ drawing-What do you want to do when you grow up?
- Dream Path Drawing-Draw/Write what they would like to do in the future
- Class Promise Tree-e.g. ‘I will be kind’/ ‘I will try my best’ etc.

Ideas:

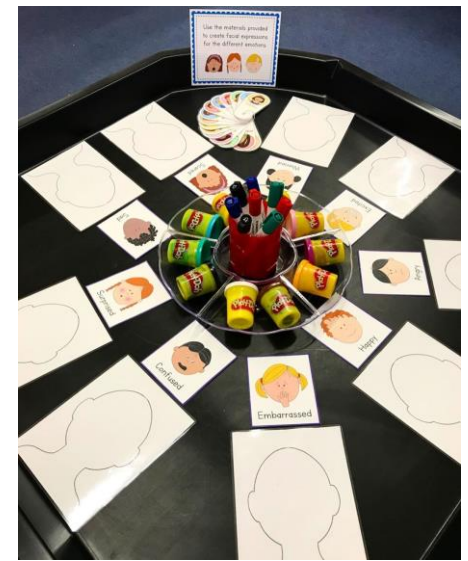


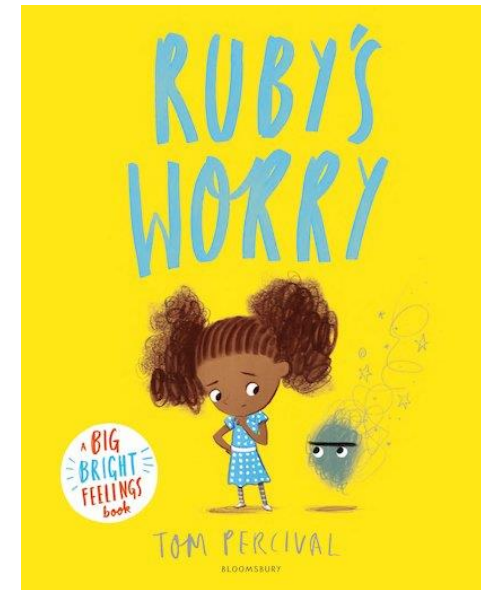
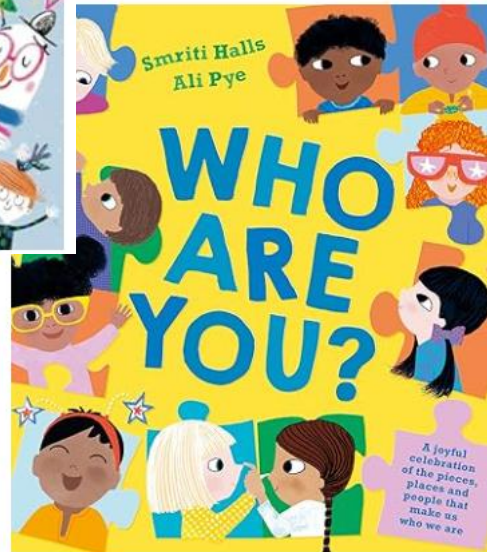
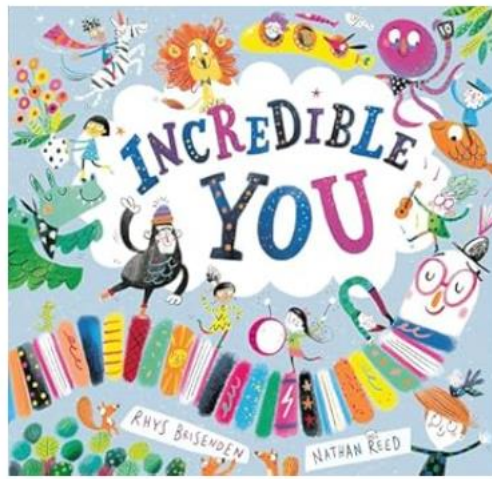
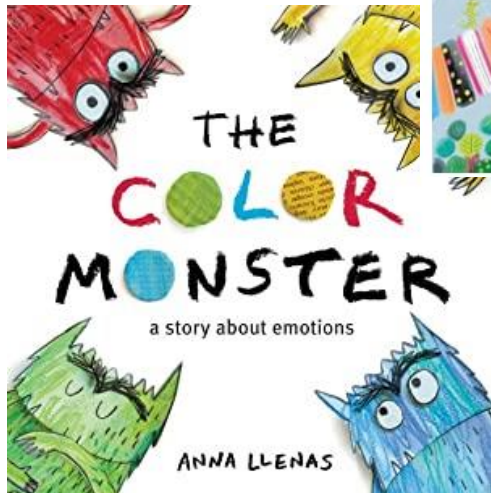
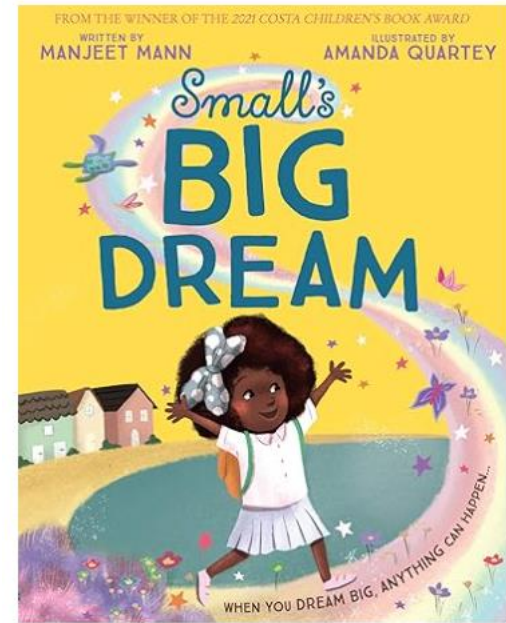
A city of growth and opportunity, where everyone thrives

More ideas:



Even more ideas:





Planning around the text: 'All The Things You Will Do!'

- ✓ What activities could be provided? (*consider all areas of learning*)
- ✓ What key vocabulary could be introduced?
- ✓ What home learning opportunities could be provided?
- ✓ What other books/rhymes/songs could be introduced?
- ✓ Any other ideas/events that could be explored/provided?

How does the above differentiate from Nursery/Preschool to Year R?

Differentiation for SEND:

‘High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this’ The SEND Code of Practice (2015)

Use your knowledge of the children with SEND who attend your setting to adapt and scaffold the activities on offer so they can be accessed by all children. Use children’s interests to motivate them as well as using tools (i.e. a sensory checklist) to plan activities to meet their needs.

Examples:

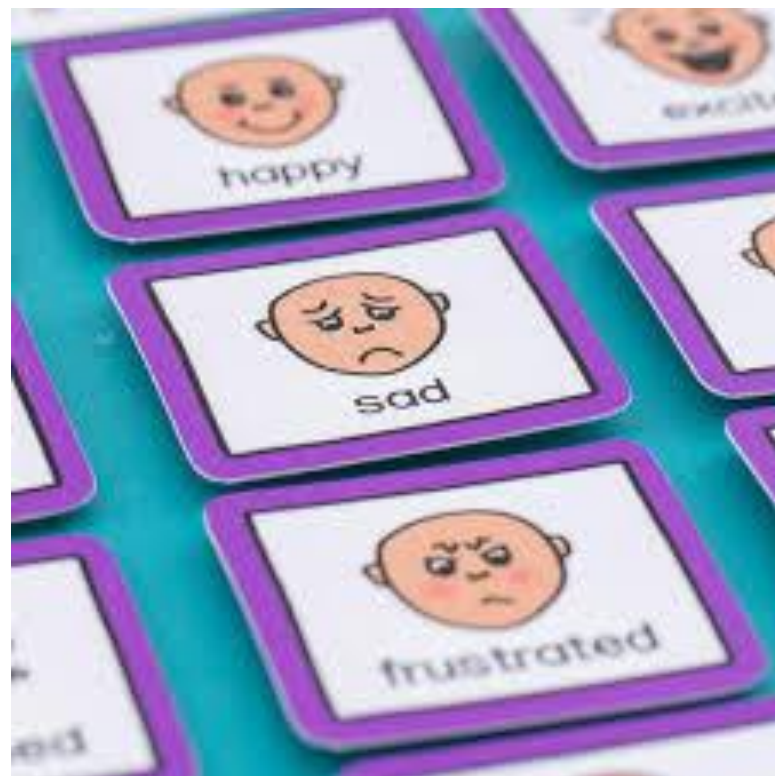
Accessible text-Focusing on one part of the text at a time

Sensory story telling sessions-Soft fabrics, calming lights, gentle sounds

Feelings chart-Using visuals to express different emotions

Social stories- “My Journey to...”- Supporting understanding of what will happen next

Transition passport-Include child’s preferences, support needs and communication styles so they can be supported effectively in new setting



Shared Transition Work: Celebrating Every Child

To ensure that every child feels **valued, welcomed, and recognised** as they begin their school journey, all early years settings will take part in a **shared piece of transition work**.

This activity has been chosen in advance to ensure consistency across all settings:

We ask that **each child creates a self-portrait**, using any media of their choice (paint, pencil, collage, digital, natural materials etc.). These portraits will be handed up to their new school and proudly displayed to:

- Provide a sense of **familiarity and belonging**
- Celebrate each child's **individuality**
- Create a **warm and inclusive environment** from the very first day



Making all settings aware

We are very aware that not all settings have been able to attend the transition training. We will ensure that all the planning and activities you have discussed today are shared with those who could not attend.



Make sure you ask your schools/settings if they are part of this transition project to ensure continuity

Family Hubs and Libraries

Family hubs and libraries are keen to promote the agreed songs/rhymes and texts across Southampton. They will share these with children and their families over the six weeks holidays as well as at Stay and Play, Rhyme Time and Story Time events leading up to the start of school.



Family Hub's school readiness sessions

Family sessions to support children with getting ready to start school.

There is no need to book, parents can just drop in.

WEST:

Family Hub Magpie- Tuesday 13th & 20th May 10-11:30am

Family Hub Pickles Coppice-Tuesday 10th & 17th June 1-2:30pm

CENTRAL:

Family Hub Clovelly-Tuesday 29th April & 6th May-1-2:30pm

Family Hub Honeysuckle-Monday 16th & 23rd June-1-2:30pm

EAST:

Family Hub Cutbush-Tuesday 29th April & 6th May-10-11:30am

Family Hub Blackberry-Monday 16th & 23rd June- 10-11:30am

Family Hub Seashell-Thursday 24th & 31st July-10-11:30am

Contact details for each locality:

WEST- Lucy.Ward@southampton.gov.uk

CENTRAL- Julie.Powell@southampton.gov.uk

EAST- Vanessa.Evans@southampton.gov.uk

A poster for Family Hub School Readiness sessions. It features the Family Hub logo at the top, followed by the title 'School Readiness'. Below the title, it states 'Family sessions to support children with getting ready to start school.' and 'If your child needs support in any of these areas these sessions will help:'. There are six icons with corresponding text: an ear for 'Listening and understanding', a toilet for 'Going to the toilet', a plate and knife for 'Sharing and turn taking', a shirt for 'Getting dressed and undressed', a fork and knife for 'Eating using a knife and fork', and a clock for 'Keeping to a routine'. At the bottom, there is a Facebook icon with the handle '@familyhubsouthampton' and the website 'www.soton.cc/familyhub'.


Family Hub

School Readiness

Family sessions to support children with getting ready to start school.

If your child needs support in any of these areas these sessions will help:

	Listening and understanding		Going to the toilet
	Sharing and turn taking		Getting dressed and undressed
	Eating using a knife and fork		Keeping to a routine

 @familyhubsouthampton

www.soton.cc/familyhub

Libraries: Summer Reading Challenge 2025

The theme for the 2025 Summer Reading Challenge: Story Garden – Adventures in Nature and the Great Outdoors.

The Summer Reading Challenge encourages children to keep reading during the summer holidays and return to school ready to learn. It's **FREE** to join at local libraries or online. Children set their own reading goals and earn rewards for reading anything they enjoy

The Summer Reading Challenge is aimed at children from 4-11 years old. It supports this age group and their families by:

- Preparing children to get back to the classroom in the autumn.
- Supporting the move into a new year group or key stage.
- Boosting children's confidence and self-esteem by supporting independent reading.
- Providing free access to books and fun family activities during the summer.

Story Garden will launch on **Saturday 5 July across England and Wales and in all Southampton Libraries.**



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- ✓ To continue to build links with local settings and strengthen partnership working
- ✓ To hear updates from Family Hubs and Local Libraries to support transitions



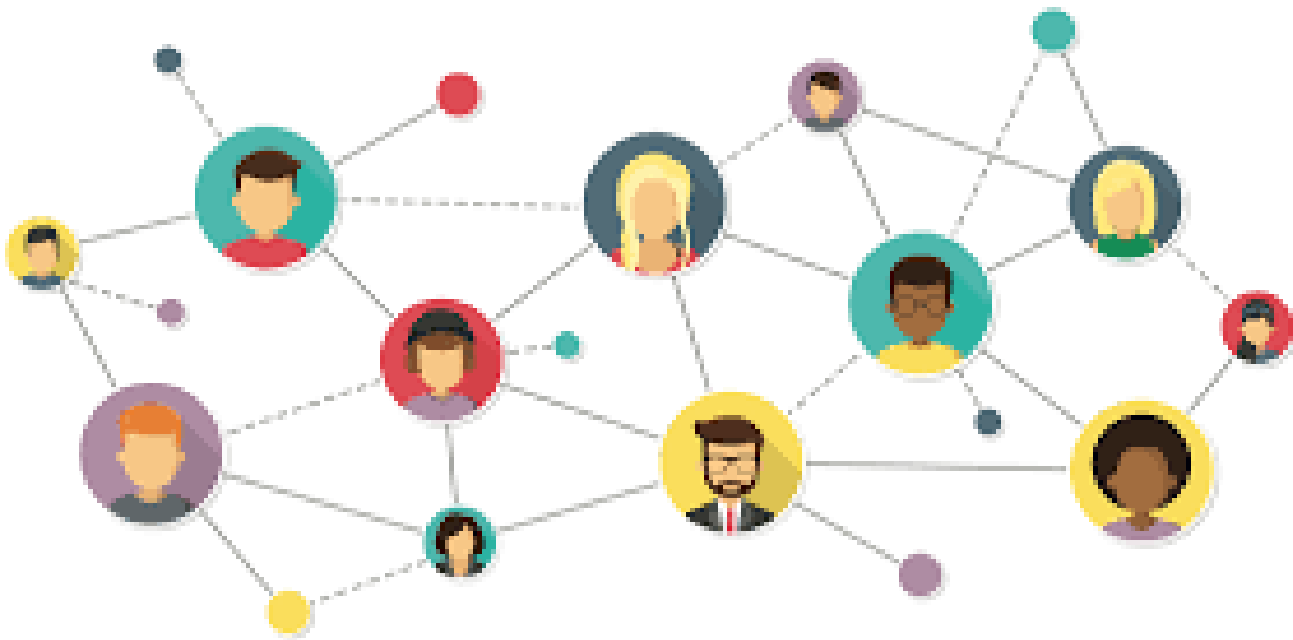


Good luck with transitions and your bridging project this year.
We look forward to hearing about how it went!

Please fill out an evaluation form 😊

Networking:

Please take this time to liaise with each other to plan any transition events and/or to share information regarding any children.



Evaluation - Early Years Training

