

# Transition into School-Part 1

Spring Term 2025

EYAT Team

# Welcome!

## Southampton Early Years Advisory Teacher/Area SENDCo Team



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Keep up to date with information and training opportunities from the Southampton Early Years Advisory Teachers/ Area SENDCos by liking and following us on Facebook: [Southampton Early Years Advisory Teachers - Facebook](#)



## Virtual Training & Meeting Etiquette

Virtual training and meetings will be with us for some time to come – here are some suggestions for making virtual connections successful for participants and host/tutor.



Looking at the screen/camera gives the impression of eye contact



Be prompt to the training/meeting, and let others know at the start if you may have to leave early



If you are not talking, please mute your microphone as background noise can be distracting



Check you can be seen and that your camera is on. Also, please be aware that your surroundings can be distracting



Please check your WiFi/settings, if possible, before the meeting



Check your audio/volume, and remember to un-mute when you are contributing



Try to avoid being distracted by other things during the meeting/training (including eating)



Please dress appropriately, as you would for the work environment



A well-lit area helps with video quality.



Try and minimise distractions, where possible

If you require any support with accessing virtual training, or have any queries, please contact the Early Years Team ([sally.griggs@southampton.gov.uk](mailto:sally.griggs@southampton.gov.uk))

# Outline of the session:

- Review LA expectations and principles
- All About Me-A universal document for Southampton's EYs transitions
- How to evaluate the effectiveness of your transition processes
- Feedback on transitions in 2024
- Review agreed core set of rhymes and books
- Review agreed key skills for transition into school
- Southampton's Steps to Starting School
- Working with and supporting families



# Resources available...

- Transition pack:
- Southampton's Principles and putting these into practice.
- Continuity in Learning –Self Evaluation tool
- Transition ideas
- SEND Transition meeting proforma.
- Safeguarding transfer guidance
- My one page profile –proforma and example





# Principles for Transition

- The child is at the centre of the process
- Each child is recognised as a unique individual
- Parents contributions are sought and valued
- Parents understand and are supported through the process
- Practitioners use their knowledge of children to inform the transition
- Planning for transition is a continuous journey involving the child, parents, practitioners and other professionals. Transition is a process not an event
- There is a coordinated and consistent approach to transition
- Transition is everyone's responsibility



# Principles into practice:

In Southampton, we expect that ...

- The child's needs will shape the transition.
- Each child will have an equitable transition experience.
- The child's views, interests and strengths will be identified and used to inform the transition process. Their thoughts, feelings and ideas will be acted upon.
- There will be ongoing opportunities for parents to share their thoughts, feelings and ideas to support their own child's transition.
- Transition pathways and processes will be shared with parents in a clear and concise manner.
- Parents will understand their role in this process.
- Practitioners will be responsible for sharing their professional knowledge of each child's background including religion, culture, home language, strengths and individual needs.
- Parents, practitioners and other professionals all contribute to the transition journey.
- All practitioners are actively involved in the process from the earliest opportunity and work together to plan the most effective transition for every child.
- Transition is well planned for each child with effective and timely sharing and seeking of information.
- Practitioners will have the knowledge, skills and confidence to meet each child's needs in their setting, through seeking support from external agencies, access additional training and ensure appropriate resources and equipment are in place to support the smooth transition of each child.
- Effectiveness of transitions are continuously reviewed and evaluated



# SEND Transition Meeting Proforma

## Transition Meeting

Child's name:		Date of Birth:	
Setting:			
Transition to:			
Current and previous professional support (name and role)			
Date meeting			
Present at meeting			

### Background/ Relevant History:

Parents views and concerns around transition:

What is important to ..... and what is going well?

This is what we are working towards at the moment:

- 1
- 2
- 3

### Next steps for ....

### When we think about what's important for .....

In transition we would like to see:

- 1.
- 2.
- 3.

### Summary of action agreed

Action agreed	By whom	By when	Who needs to know that the action has been carried out



# Southampton's 'All About Me' Form

We are now ready to share our new 'All About Me' forms with you.

There are now two 'All About Me' forms:

1. **'Starting My Journey'**- For when a child starts a new Early Years setting
2. **Moving On** - For when a child transitions through a setting (i.e. moving up to the next room) or leaves their Early Years setting to start a new setting or to start school



# Feedback from the 'All About Me' pilot:

- Nicely laid out
- Space for photo included with all the information to support other settings/schools
- Areas of learning and additional information has been added
- Easy for parents and staff to complete and understand
- More personalised document
- Provided good discussion with parents and supported the new key worker with getting to know key information about the child
- Easy to follow lay out
- Simple to collate information on it
- It is very tailored for the child and included personal knowledge of the child and what they liked, disliked and struggled with.



# All About Me-Starting My Journey

## All About Me-Starting My Journey

My name:	Preferred name:	Date of birth:
<b>My care routines:</b> <b>Am I potty/toilet trained?</b> Yes / No <b>How I say/show I need the toilet:</b>  <b>Do I have a nap in the day?</b> Yes / No <b>What time I have my nap and how long for:</b>  <b>Do I have a comforter?</b> Yes / No <b>What comforter do I have:</b>	<b>Things I find tricky and how you can help me: (i.e. asking for help, leaving mummy/daddy, taking turns, etc.)</b>  <div style="border: 1px solid black; height: 150px; margin: 10px auto; width: 80%; text-align: center; color: #ccc; font-size: 24px;">Photo of me</div>	<b>My family and people who are important to me:</b>  <b>What my family and I celebrate:</b>  <b>My home language:</b>
<b>What I like and enjoy? (e.g. toys, interests, rhymes, stories, activities)</b>	<b>What I am currently learning to do: (put on my own coat, staying in my own bed, feeding myself, etc)</b>	<b>What I dislike:</b>  <b>My health: (any allergies or medical info)</b>  <b>Other important information: (e.g. dietary requirements, EHC, etc.)</b>  <b>Any professionals or agencies supporting me: (E.g. SALT/Social Worker/Family Hub support/Physio, etc)</b>
<b>Gender:</b> <b>SEND:</b> Yes / No <b>Attended any other EYs setting: (<u>Including</u>: childminders, nannies, day nurseries etc):</b> <b>Hours/days attending:</b> <b>2-year health check:</b> Yes / No <b>Any concerns:</b>		

# All About Me-Starting My Journey

## My development:

Area of Learning:	Comments
Communication and Language <i>(Speaking- non-verbal, single words, 2-3-word sentences, etc, listening skills, and understanding)</i>	
Personal, Social and Emotional Development <i>(Social skills, play skills, expression of feelings, self-care skills-toileting, feeding, etc)</i>	
Physical Development <i>(Fine and Gross motor skills)</i>	

**What was my pregnancy and birth like?** (E.g. Were there any complications or premature?)

**What was my early childhood like?** (I.e. Development milestones i.e. when I learnt to walk/talk, any changes within the family/home, any significant events)

**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)

# All About Me-Starting My Journey-Example

## All About Me-Starting My Journey

**My name:** Bertie Cross

**Preferred name:** Bert

**Date of birth:** 01.12.2021

### My care routines:

**Am I potty/toilet trained?** Yes / **No**

**How I say/show I need the toilet:**

Not yet showing any signs of needing the toilet

**Do I have a nap in the day?** **Yes** / No

**What time I have my nap and how long for:**

1 hour just after lunch

**Do I have a comforter?** **Yes** / No

**What comforter do I have:** A frog teddy - 'froggy'

### What I like and enjoy?

I like vehicles, especially cars and trains

I enjoy being outside- running and climbing

I love listening to nursery rhymes, esp. Incy Wincy Spider

I like to visit the park with my family

I enjoy listening to stories at bedtime

### Things I find tricky and how you can help me:

I find it difficult asking for help, and can often be shy

I find it hard leaving mummy and can become very upset

I find it difficult waiting my turn when playing with my sister

Sometimes my speech isn't clear and I can speak quietly

I find it hard to try new foods, especially fruit/vegetables



### My family and people who are important to me:

Mummy, Daddy, Lyra (baby sister), Nanny, Grandad

### What my family and I celebrate:

Christmas, Birthdays and Easter

### What I dislike:

I do not like loud noises

I don't like being centre of attention, this makes me upset and overwhelmed

I do not like it when someone else has my 'froggy'

I do not like fruit or vegetables

### My health: (any allergies or medical info)

Eczema-Cream applied at home

### Other important information: (e.g. dietary requirements, EHC, etc.)

I need lots of encouragement to try new foods

### Any professionals or agencies supporting me: (E.g. SALT/Social Worker/Family Hub support/Physio, etc)

Social Worker was supporting during pregnancy and up until 6 months old-no longer involved

**Gender:** Male

**SEND:** Yes / **No**

**Attended any other EYs setting:** Attended Tree Tops Nursery for 2 mornings a week

**Hours/days attending:** 15 hours- Mon-Fri AM

**2-year health check:** **Yes** / No

**Any concerns:** Concerns with lack of vocabulary and

### What I am currently learning to do: (put on my own coat, staying in my own bed, feeding myself, etc)

I am learning to drink from an open cup

I am learning to stay in my own bed all night

I am learning to try new foods

# All About Me-Starting My Journey-Example

## My development:

Area of Learning:	Comments
Communication and Language (Speaking- non-verbal, single words, 2-3-word sentences, etc, listening skills, and understanding)	Can say some single words, Able to point to what he wants Can understand a simple instruction Sometimes speech isn't clear and can speak quietly to unfamiliar adults Can become upset and frustrated if not understood
Personal, Social and Emotional Development (Social skills, play skills, expression of feelings, self-care skills-toileting, feeding, etc)	Able to feed self but very fussy eater and reluctant to try new foods Finds sharing and waiting his turn difficult Not yet toilet trained but will try and help with getting dressed Loves playing with cars and pushes them on the floor, will push a train around a train track Very attached to Mummy and finds it hard leaving her
Physical Development (Fine and Gross motor skills)	Loves to run and climb Will make marks on paper with a pen/paint brush

**What was my pregnancy and birth like?** Natural birth, bottle fed, born 2 weeks early, arrived very quickly, no complications

**What was my early childhood like?** Started to walk at approx. 14 months, started talking around 20 months, Mum in and out of hospital with illness for long periods of time when 6-18months old – cared for by Daddy or Nanny and Grandad during this time

**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)

Concerns around speech and only saying a limited amount of words-Communicates with babble, grunts and gestures i.e. pointing and reaching.

Scared of loud noises, i.e. smoke alarms/fire alarms-Will cry and needs reassurance

Can be very shy around unfamiliar adults

Does not like to be centre of attention and can become more shy and overwhelmed by this, especially in front of lots of people

Finds it very hard to leave Mummy and is very attached to Mummy

☐

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



# All About Me-Moving On

All About Me-Moving On			
My name:	Preferred name:	Date of birth:	Setting:
Things I can do:	What I like and enjoy: <i>(e.g. toys, interests, rhymes, stories, activities)</i>	My family and people who are important to me:	
		What my family and I celebrate:	
Things I am working on:	Photo of me	My home language:	
		What I find difficult and how to support me: <i>(visuals, short simple instructions, now and next board, etc.)</i>	
Gender:		My health: <i>(any allergies or medical info)</i>	
SEND: Yes / No		Other important information: <i>(e.g. dietary requirements, EHC, etc.)</i>	
EYPP: Yes / No		Any professionals or agencies supporting me: <i>(E.g. SALT/Social Worker/Physio, etc)</i>	
Date started at setting:		What I dislike:	
How many hours I attend:			
Attendance (%):			
Any other settings attended:			

# All About Me-Moving On

**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)*

**A drawing of me:**

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

# All About Me-Moving On

## All About Me-Moving On

**My name:** Annabel Turner

**Preferred name:** Anna

**Date of birth:** 19.04.20

**Setting:** Parkside Preschool

### Things I can do:

I can express when I am happy, sad, angry, excited through my actions- i.e. flapping and bouncing when happy, jumping and running back and forth when excited, hitting/biting when angry  
I can feed myself with my hands and find my water bottle from a tray of others  
I can seek out a familiar adult within the setting when I am sad  
I allow others to play close by on my terms

### What I like and enjoy:

I like to explore things by putting them in my mouth  
I like to listen to rhymes, esp. Wheels on the Bus  
I like small world animals and will carry these with me  
I enjoy being outside in all weathers  
I like having my own space and being able to explore independently

### My family and people who are important to me:

Mummy, Amy, Lexi (older sisters), Oliver and Max (younger twin brothers), Grandma and Grandpa

### What my family and I celebrate:

Christmas, Easter, Birthdays

### My home language:

English

### Things I am working on:

To give brief eye-contact during Ready Steady Go! games  
To use my chewy when I feel the need to put something in my mouth  
To sign or exchange a PECs card to request at snack time  
To begin to self-regulate with support when feeling overwhelmed



### What I find difficult and how to support me:

I find it difficult to wear my shoes and coat outside and need visuals to support me with this  
I find it difficult to express my needs and wants- Makaton and PECs is used to support me  
I find it difficult to follow routines-A Now and Next board supports me with this  
I put things in my mouth and like to eat non-edibles- A chewy helps me to not do this

**Gender:** Female

**SEND:** Yes / No

**EYPP:** Yes / No

**Date started at setting:** 21.4.2021

**How many hours I attend:** 20 hours (2 full days and a half day)

**Attendance (%):** 85.5%

**Any other settings attended:** None

### What I dislike:

I don't like cuddles, unless initiated by me  
I don't like others playing with the small world animals  
I don't like being told when I can't do something-this leads me to become frustrated and upset  
I don't like being closely followed by an adult

### My health: (any allergies or medical info)

None but will eat non-edibles if not supervised

**Other important information:** (e.g. dietary requirements, EHC, etc.) EHCP in place, Autism diagnosis

### Any professionals or agencies supporting me:

Early Help-Family Engagement Worker, SALT, Previously Portage, EYAT, GP, Community Paediatrics

# All About Me-Moving On

**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:**

Family of 6 live in a 3<sup>rd</sup> story flat. Eldest sister (Amy) has Autism and currently attends specialist provision, Lexi (sister) has ADHD. Mum believes she may have ADHD too

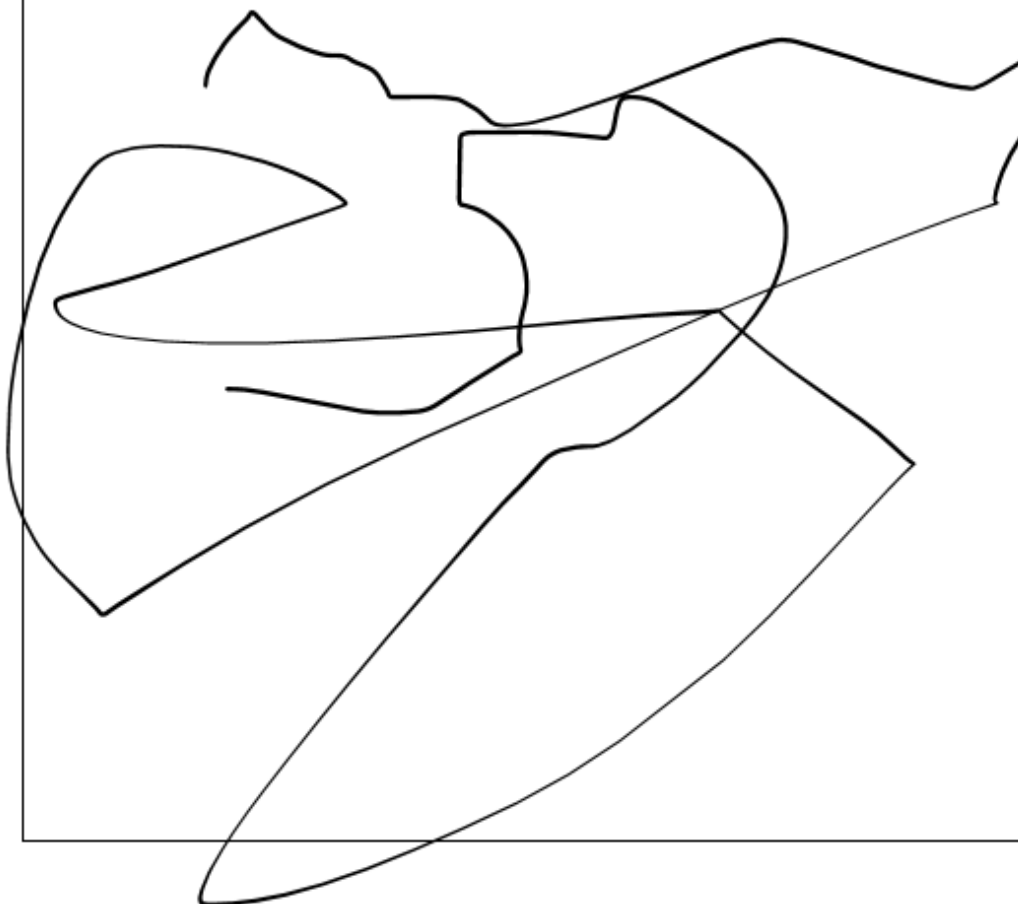
Anna will hit, pull hair and bite others and herself when overwhelmed/upset

Anna is unaware of dangers and Mum is currently having to put her in a pushchair to bring her to Nursery to keep her safe



**Any additional confidential information that needs to be shared**

**A drawing of me:**



**Characteristics of Effective Learning:**

Anna is a very active. She likes to explore her environment and will explore items with her mouth. She is very determined and will become frustrated if she cannot get to what she wants. Anna shows enjoyment by flapping and bouncing.

Completing an 'All About Me' does not replace the conversations that you should be having with settings/schools. It should be used to support these conversations.



# How did it go?

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



# Learning from Transitions 2024-Networking

- ✓ What went well from last year's transition?
- ✓ What would you change about last year's transition?
- ✓ What do you feel the challenges will be with this year's cohort?



Choose one person from your group to feedback

# Why a Transition Project?

To ensure consistency across all EYs settings and schools within Southampton so no matter where a child transitions to or from, they will have some familiarity and consistency when settling into school

## **What does the Transition Project involve?**

- EYs settings, schools and parents sharing the same songs/rhymes, key texts and key skills with children in the lead up to starting school
- Every child in Southampton having a piece of work passed onto their new school by their EYs setting/parent before September so they can be displayed in their new classroom
- EYs settings and schools across Southampton providing a progressive and consistent bridging project around the same book so every child has some familiarity and consistency when starting school within Southampton

# Recap of agreed songs/rhymes, key texts and key skills-2024

	WEST	CENTRAL	EAST
<b>Songs &amp; Rhymes</b>	<ol style="list-style-type: none"> <li>1. Twinkle, Twinkle, Little Star</li> <li>2. Incy Wincy Spider</li> <li>3. Wind the Bobbin Up</li> </ol>	<ol style="list-style-type: none"> <li>1. Head, Shoulders, Knees and Toes</li> <li>2. If You're Happy and You Know It</li> <li>3. Wheels on the Bus</li> </ol>	<ol style="list-style-type: none"> <li>1. Head, Shoulders, Knees and Toes</li> <li>2. If you're Happy and You Know It</li> <li>3. Wind the Bobbin Up</li> </ol>
<b>Number Rhyme</b>	<ol style="list-style-type: none"> <li>1. 1, 2, 3, 4, 5... Once I Caught a Fish Alive</li> </ol>	<ol style="list-style-type: none"> <li>1. 1, 2, 3, 4, 5... Once I Caught a Fish Alive</li> </ol>	<ol style="list-style-type: none"> <li>1. 1, 2, 3, 4, 5... Once I Caught a Fish Alive</li> </ol>
<b>Key Texts (Books/ Stories)</b>	<ol style="list-style-type: none"> <li>1. Shark in the Park</li> <li>2. We're Going on a Bear Hunt</li> <li>3. The Colour Monster Goes to School</li> </ol>	<ol style="list-style-type: none"> <li>1. The Very Hungry Caterpillar</li> <li>2. Ruby's Worrry</li> <li>3. The Colour Monster Goes to School</li> </ol>	<ol style="list-style-type: none"> <li>1. We're Going on a Bear Hunt</li> <li>2. Owl Babies</li> <li>3. The Colour Monster Goes to School</li> </ol>
<b>Key Skills</b>	<ol style="list-style-type: none"> <li>1. To be able to put on own jumper/cardigan, coat and shoes</li> <li>2. To be able to use the toilet and wipe self independently</li> <li>3. To recognise own name</li> <li>4. To take part in a 5-minute small group activity</li> <li>5. To eat independently (open small packets/open lunchbox/feed self)</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to put on own jumper/cardigan, coat and shoes</li> <li>2. To be able to use the toilet and wipe independently</li> <li>3. To wipe own nose and put tissue in the bin</li> <li>4. To be able to recognise own belongings (i.e. coat, lunchbox, water bottle)</li> <li>5. To eat independently (open packets/open lunchbox/feed self)</li> </ol>	<ol style="list-style-type: none"> <li>1. To sit and listen to a story</li> <li>2. To be able to use the toilet and wipe self independently</li> <li>3. To recognise and talk about when you are feeling happy, sad, worried, angry &amp; calm (<i>Linked to The Colour Monster</i>)</li> <li>4. To recognise own name</li> <li>5. To be able to listen to and talk about sounds you hear e.g. listening walk, pass the sound, environmental sounds, etc</li> <li>6. To be able to put on own coat jumper/cardigan, coat, and shoes</li> </ol>

# Agreed songs/rhymes, key texts and key skills-2025

	All of Southampton (West, Central and East)
<b>Songs &amp; Rhymes</b>	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> )
<b>Number Rhyme</b>	1. 1, 2, 3, 4, 5... Once I Caught a Fish Alive
<b>Key Texts (Books/ Stories)</b>	1. The Very Hungry Caterpillar 2. We're Going on a Bear Hunt 3. The Colour Monster Goes to School
<b>Key Skills</b>	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

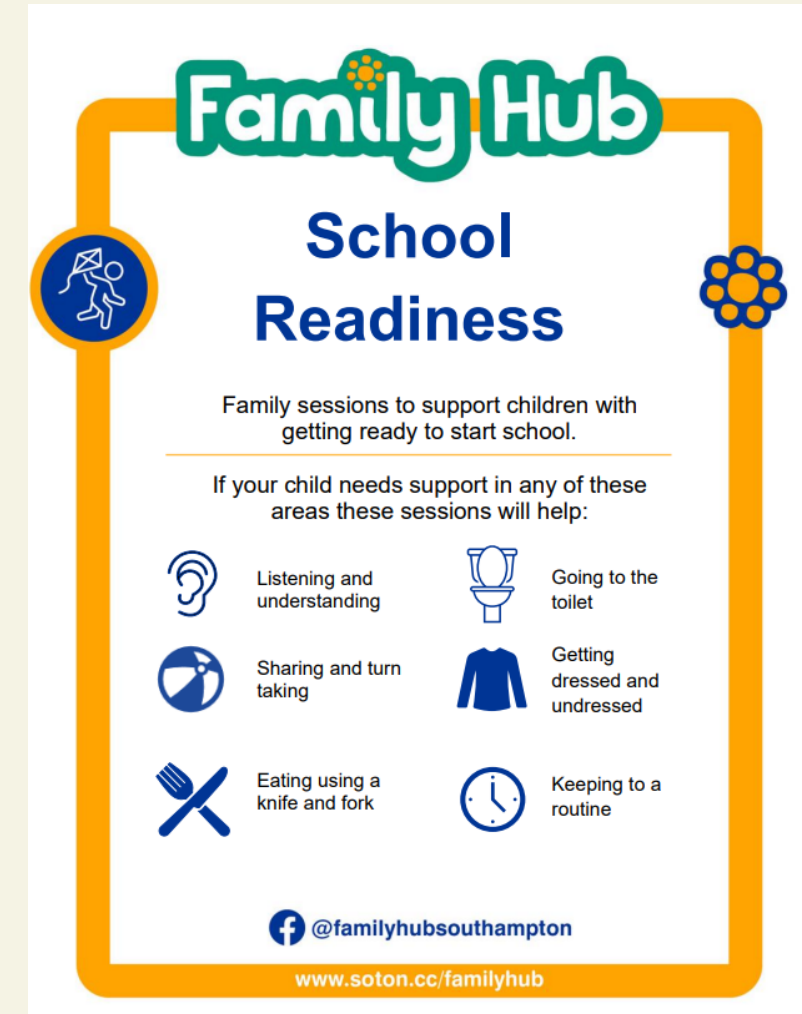
# Family Hubs and Libraries

## Family Hubs:

Family Hubs are keen to continue to promote the rhymes, key texts and key skills across the three localities (West, Central and East) alongside their 'School Readiness' sessions to support transition across Southampton.

## Libraries:

Libraries are also keen to continue to promote the rhymes and key texts in the lead up to children starting school at Stay and Play and Rhyme/Story Time events



# Feedback from last year's School Readiness sessions-WEST:

"My child is more confident than I thought"

"Ways to support my child at home independently"

"That it's important to let your kid explore the things around them by themselves"

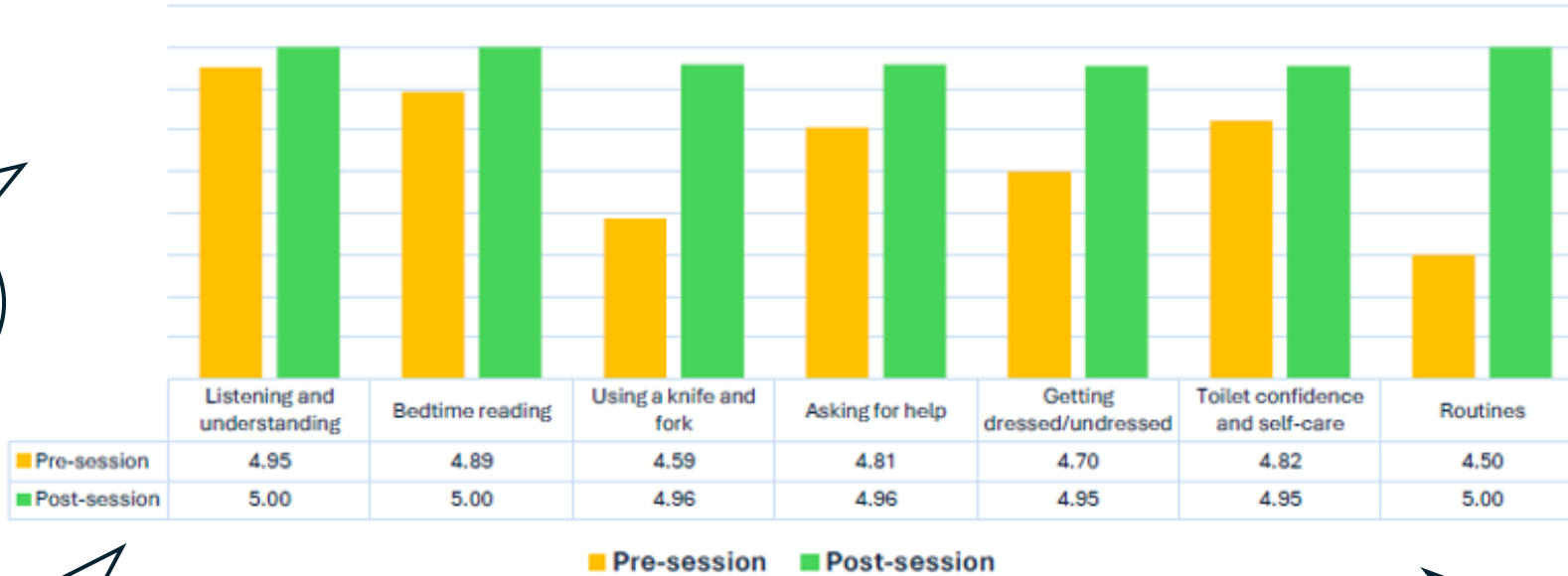
"The importance of talking to children one to one"

"Importance of talking about emotions with our children"

"How important it is to validate my child's emotions"

"To always read to children daily Reading is important and can teach little ones lots"

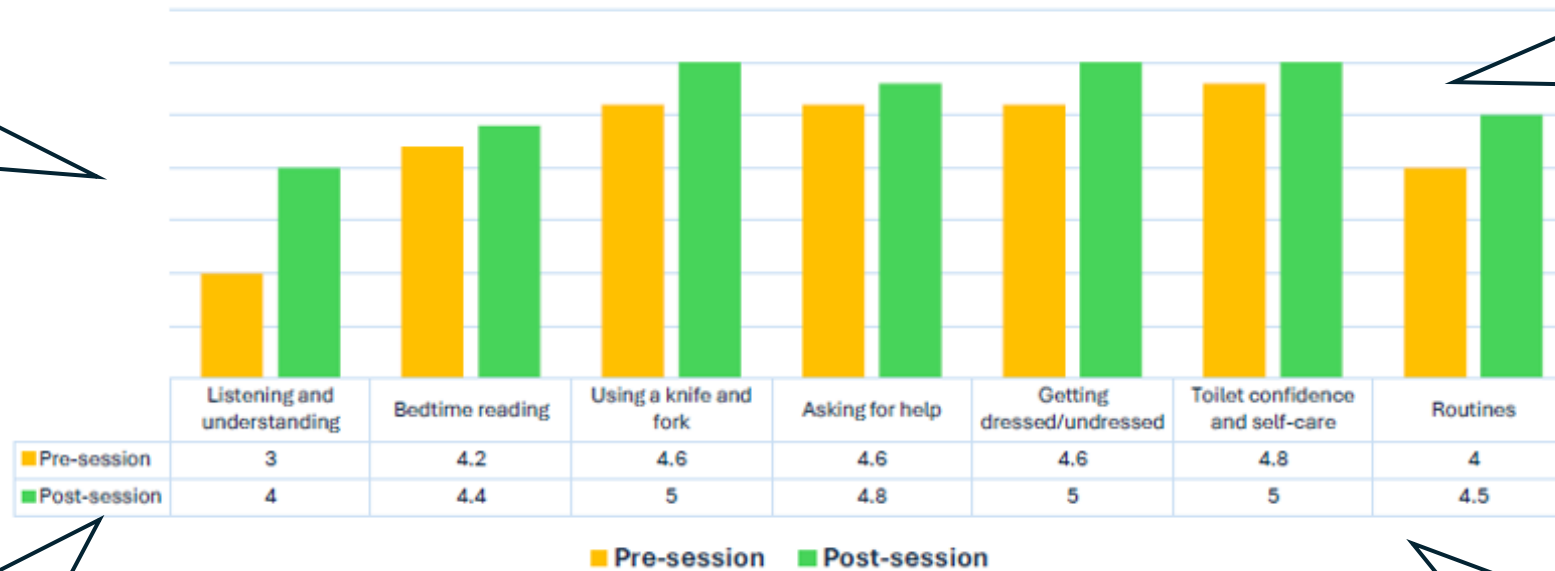
**West Locality School Readiness sessions: Rating importance of school skills by parents**





# Feedback from last year's School Readiness sessions-CENTRAL:

Central Locality School Readiness sessions: Rating importance of school skills by parents



“How to better recognise our child’s emotions”

“How to help with emotions”

“It is important to speak out about what activities my child is doing to help them learn from them”

“Really learnt lots from the emotion part and how to deal with these at home”

“Letting children try cutting up their apples is good for them”

# Feedback from last year's School Readiness sessions-EAST:

"How to encourage them to be independent"

"Every child starts school at different stages"

"Use every opportunity with numbers and shapes to learn about maths"

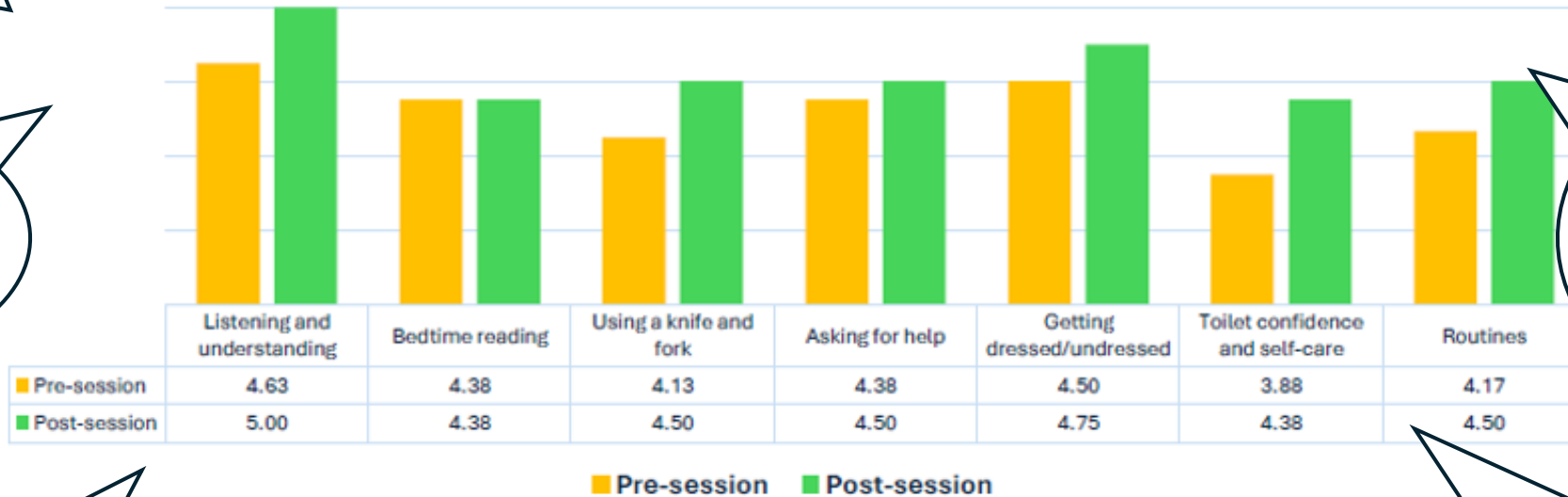
"How to apply learning to everyday things"

"To talk to my child whilst playing"

"Learning how she can put shoes on independently has been so useful"

"We will continue to develop her independence with things like cutlery and pouring drinks, etc."

**East Locality School Readiness sessions: Rating importance of school skills by parents**



# Family Hubs-Support for families & children

Family Hubs are keen to start working with families and children to prepare them for school as soon as possible.

If you know of any children/families who attend your setting that would benefit from some extra support with school readiness, i.e. potty training, independence skills, etc. or have any children on your setting's waiting list/upcoming YR class list who are not attending any Early Years Provision then please refer them to Family Hubs

Email the child's:

**Name**

**Date of birth**

**Name of setting/school**

**Setting/School's locality (East, Central, West)**

**[lesley.weeks@southampton.gov.uk](mailto:lesley.weeks@southampton.gov.uk)**



# Working with families

## How to support children at home:

- Encourage them to visit/communicate with the school
- Talk about starting school/explore the school's website together
- Encourage parents to talk to their children about starting school and the feelings their child may be experiencing
- Get into a good routine, i.e. appropriate bedtime, getting up in the morning
- Encourage independence at every opportunity
- Practise the school-run/route to school/morning routine
- Wash any new uniform before they start school and practise getting dressed and undressed
- Introduce and practise using any new lunchboxes or water bottles before starting school
- Share the key skills, rhymes and stories with parents
- Create and share a social story for parents to share with their children





# The Road To School

This tracker helps you and your child prepare for school.



Remember - learning is not a competition; children learn at different rates. For more ideas to help prepare your child for school, talk to your childcare practitioner.



## Southampton's Steps to Starting School



Remember, every child is different and every child's steps to school will be different too!



Here are some skills to practise that would support your child ahead of starting school

Any suggestions / ideas?

Talk to your child about how they are feeling. What are they looking forward to? What are they unsure of?

To recognise and talk feelings (angry, happy, sad, worried and calm)

To use the toilet and wipe independently

To put on own school jumper, coat and shoes

To eat independently (i.e. open own lunch-box, packets and feed self)

To sit and listen to a story





# Making all settings aware

For this Transition Project to be successful each year we need as many settings and schools to take part as possible. This ensures consistency for every child starting school within Southampton, so thank you for your commitment to this project!

We are very aware that not all settings and schools have been able to attend this training today, however we will ensure that all settings and schools across Southampton will be emailed the agreed rhymes, texts and key skills and will be encouraged to join for Part 2 of this training in the Summer Term.

Childminders will also be encouraged to attend evening training where information regarding transition will be shared, as well as the agreed rhymes, texts and key skills.



# Save the date: Transition into School 2024-Part 2

**Central** – Tuesday 6<sup>th</sup> May 2025, 9.30 am–12.30 pm

Paint Pots House, Spring Crescent, Portswood, SO17 2FZ

**East** – Tuesday 6<sup>th</sup> May 2025, 1–4 pm

Start Point Sholing, Wood Close, Sholing, SO19 0SG

**West** – Wednesday 7<sup>th</sup> May 2025, 9:30 am–12:30 pm

Mansel Park Primary, Culver Close, SO16 9HZ

*We want every child across Southampton to get the same experience when transitioning into school, so they are fully supported no matter what setting they transition from or what school they move to*



# What to expect from Part 2:

- Opportunities to share ideas of how to support children's transition, including those with SEND
- Sharing 'Southampton's Steps to Starting School'
- Review last year's transition project
- Plan a progressive and consistent bridging project around a **NEW** and exciting book
- Agree on a piece of work that can be passed onto schools before September to be displayed ready for the children to start school
- Opportunities to share ideas of how to support all children, including those with SEND, within your transition project
- Opportunities to liaise and build relationships with colleagues from settings within your locality



# Review of session:

- ✓ Review LA expectations and principles
- ✓ All About Me-A universal document for Southampton's EYs transitions
- ✓ How to evaluate the effectiveness of your transition processes
- ✓ Feedback on transitions in 2024
- ✓ Review agreed core set of rhymes and books
- ✓ Review agreed key skills for transition into school
- ✓ Southampton's Steps to Starting School
- ✓ Working with and supporting families





Please remember to book onto Part 2!!



Link to Evaluation form 😊