

# Supporting School Recovery and Transition in the EYFS

Coventry Improvement and Standards Team July 2020



## Introduction

The experience of the global pandemic, subsequent lockdown and social isolation is unprecedented, it is uncharted territory and has affected us all. None of us will be returning back to what we were used to. Because of this, in the coming weeks and months it is important for schools to focus on **'recovery' and 'transition'**.

This process will apply equally to **children, families and staff teams**. Whilst the ways in which each group is supported will be different, the principle is the same. This is because the common thread that runs through the lived experiences of everyone is *loss*. For everyone, there has been:

- A loss of freedom
- A loss of choice
- A loss of structure
- A loss of control
- A loss of social interaction

Alongside this, children and adults alike are very likely to have experienced:

- An increase in uncertainty
- An increase in stress
- An increase in feeling anxiety in themselves and absorbing the anxiety of others

This document has been written for School Nursery and Reception, and Nursery School provision. In it, we look at ways of supporting Early Years children, their families and staff teams in the forthcoming transition process. It compliments the work of the **Coventry SEND support service** who have developed an **Early Years Recovery Curriculum** which provides detailed information and resources. This can be accessed here:

[https://www.coventry.gov.uk/info/62/coventry\\_send\\_support\\_service/3634/early\\_years\\_recovery\\_curriculum/2](https://www.coventry.gov.uk/info/62/coventry_send_support_service/3634/early_years_recovery_curriculum/2)

It also sits alongside the detailed work of the **Coventry Early Years Service** who provide a Covid-19 Operational Tool Kit which includes information and support related to transition. This can be accessed here: [https://www.coventry.gov.uk/info/359/childcare\\_providers/3061/provider\\_resources](https://www.coventry.gov.uk/info/359/childcare_providers/3061/provider_resources)

The impact of Covid 19 is ongoing and so our work in schools must have the capacity to be responsive and adapt to change. It is important to recognise that there is no perfect solution and no 'one size fits all'

There is a wealth of high-quality information already published in documentation, on blogs and websites and some of this information is synthesised in this booklet. We have also included references for further reading

## 1. Recognising and Valuing Recent Experiences

Schools already look and feel very different to how we remember them before the pandemic. At this time of reconnection for everyone, it is essential that we do everything we can to help children, families and staff teams understand and be prepared for that difference, whilst at the same time nurturing feelings of safety and comfort within the environment.

It will be helpful if we begin by *recognising and valuing the lived experiences of everyone* during this challenging time. Individual differences will be wide ranging and varied. For example:

- There are some children and adults who have had a positive experience during lockdown and look forward to their return to schools, ready to talk about all the things they have done and learned while being at home. For others this is not the case, and they will need support to engage positively with, what might be for them, an uncomfortable and scary experience.
- Some children, staff and families have accessed schools continuously since mid-March – for them this is not a return, but a change in what they have become used to over the previous weeks with the re-introduction of larger numbers in the environment. Others have not been on-site but have kept in touch with the school through telephone conversations and on-line learning opportunities. Equally, there may well be a significant group who have, for different reasons, not had sustained any contact at all.
- As time moves on, schools will also begin to welcome new children, families and members of staff, each with their own recent lived experience of the pandemic

There is going to be much for everyone to come to terms with and become accustomed to. Initial responses to the return will cover the whole range of feelings, and staff in schools are key to successful transition for every child and family.

This will be in a context of uncertainty where the possibility of further local and national restrictions in the coming months is real, which is bound to test the resilience and resolve of everyone still further. However, taking the time to *create the space for children and adults to share their thoughts and feelings* will help schools to then *carefully plan bespoke support for all*, as a new 'normal' begins to emerge

**So, a valuable approach is to:**

- **Recognise and value the recent lived experiences of everyone**
- **Create the space for children and adults to share their thoughts and feelings**
- **From this carefully plan bespoke support for children and those who care for them to move forward confidently into a place where learning can continue successfully**

**The Coventry SEND support service recovery curriculum provides more information on this via a useful power point presentation**



## Reconnecting with Others

### 2. Responding to Need: Regulate, Relate, Reason

Whilst everyone's recent lived experience has been different there is commonality – we have all experienced varying degrees of loss of “routine, structure, friendship, opportunity and freedom” (Barry Carpenter 2020). Each of us has dealt with this in a different way.

In recognising the negative experiences, we can respond with “acceptance, validation and empathy” (Barry Carpenter 2020). Looking at the work of Dr Bruce Perry can help us to understand what we can do to help children and adults become regulated, calm and settled.

#### **REGULATE**

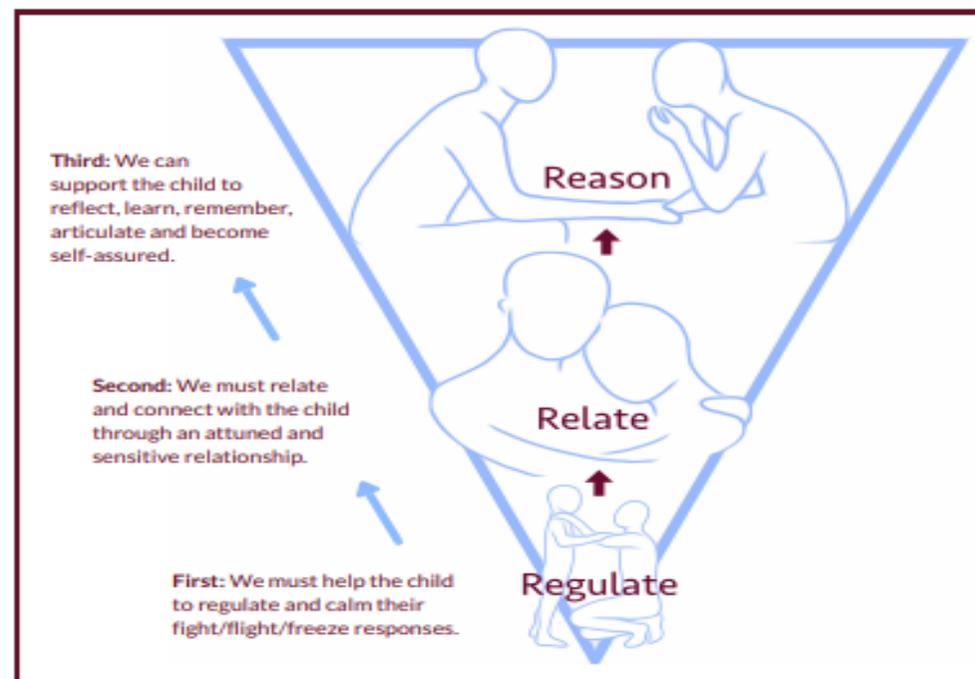
Work on Regulation is an essential starting point for all children, parents and staff. Individuals may be experiencing feelings that lead to fight/flight/freeze responses, so we must find ways to help individuals to feel calm and in control of their feelings.

We have all been in situations where we feel so uncomfortable, scared or vulnerable that we are unable to think straight – the “my mind has gone blank” occasion. This helps us understand how children and adults may feel, coming into an unfamiliar environment, maybe with people around them that they do not know well.

For children, separating from their parents and home might be traumatic. Similarly, we might expect our staff members to work in an unfamiliar part of the setting, with a different routine. Parents returning to our school might see a very different place to the one they are used to – with new signage, redefined entrances and exits and restricted access. These are examples of circumstances where we need to plan support for those around us to help them cope with their response to change. Spending time doing this is a sound investment.

### **The Three R's: Reaching The Learning Brain**

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

## So, what do children, parents and staff need to help them regulate and how are we able to help?

- For **children** - the most important sense is the one of safety and security. We can:
  - Support parents in preparing their child in advance about who will be at the school, who is going to be their key person each day, what the routine of the day looks like etc,
  - Ensure adults are gently honest with children. Things have changed and being sensitively transparent about this with children is important.
  - Ensure all the preparations which are normally in place at transition times are even more explicit now and realise they may need to be in place over an extended period to help children to regulate. There is also a need to be highly flexible around expectations for what transition will look like for each child and how family members will feel.
- For **parents** - regular, accessible communication will help allay their fears, reducing family stress and anxiety which may be easily transferred to children. We can:
  - Provide information that is clear and specific, and which makes explicit what has stayed the same and what is different – this will do much to reassure families.
  - Encourage parents to see the ‘return to school’ or ‘starting school’ as a positive experience for their child and help them understand that seeing their parents calm and secure about their return will do much to support children.

*(Please see Appendix A ‘Transition in Early Years within the Context of COVID-19: Things to Consider’ which provides further practical hints and tips to support you)*

- For **staff** - experiencing confident, compassionate leadership of the school instils confidence. We can:
  - Engage in sensible planning which is shared and discussed, with clear expectations set out
  - Ensure all staff and teams have an understanding of their part in the implementation of planning
  - Provide opportunities for staff to talk about their worries and fears, and know that they are acknowledged
  - Make clear that there is a joint approach to developing a supportive physical and emotional environment

Putting in place systems for communication, such as effective **Supervision** meetings is an effective way of ensuring the status and importance of individual communication at work.

## Supervision

An effective supervision system is a really good way to set up and maintain quality opportunities for staff to communicate.

### Supervision focusses on

- the support that leaders can give to staff
- the support staff can provide to one other, and
- how everyone has a responsibility to look after themselves too

Within the supervision process, it is important that the school considers including time for staff to:

- recognise what makes them feel calm and in control, and then
- make sure that they have opportunities to do those things

It's also important that staff make time to think about how they themselves are going to feel in this "new normal" and prepare themselves (in the same way that they prepare the children and families) for how things might look and feel.

As an adult in this situation, identifying things to look forward to and things that cause concern, and being able to communicate these things so that they can be addressed, is really helpful. So, in the same way that staff teams will help children to build connections again, adults should make time to talk, socialise, share experiences, and give and gain support to their colleagues.

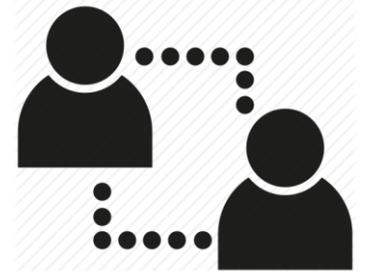
## RELATE

Relationships will be the foundation for everything that follows in this period of reconnection. There may have been some on-going contact with children, families and colleagues but there is no doubt that building trust and confidence will require attention.

Understanding the impact of limited social and professional contact will be an important indicator of what next steps need to be in place for individuals. Some children and adults will be looking forward to a return to school and will want "to get on with it!"

Others will be more reluctant. In homes where there has been a lot of stress, maybe due to financial and welfare concerns, children may have been exposed to more negative experiences which will possibly be on-going. Parents and staff will have been coping with the everyday challenges of caring for their families and managing professional expectations, with very few opportunities to socialise or take part in leisure activities which usually help us to deal with stress in everyday life.

There is no doubt that returning to the school is an additional change which will add to the stress levels for everyone, and responses to this will be variable. Some will be able to take it all in their stride, others will find it very difficult because it is yet another thing for them to cope with, and many will experience 'ups and downs. Successful reconnection, through re-establishing and reviving relationships, and also establishing new relationships, will be dependent on a range of things outlined, but not limited to a few ideas below:

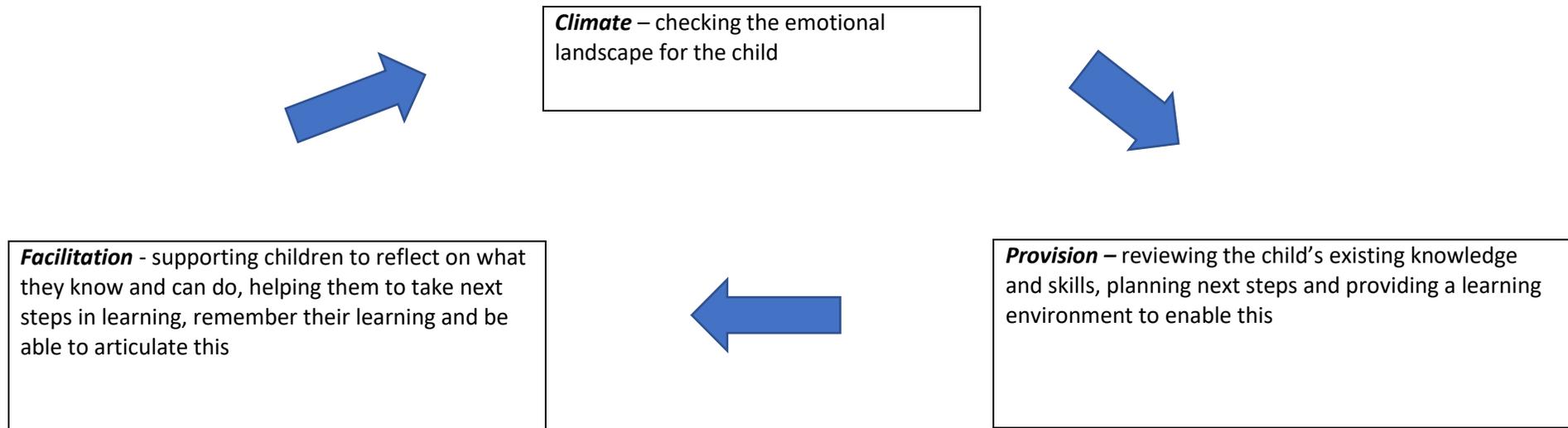


What needs to happen:	Things we might do:
<p><b>Time and status must be given developing relationships</b></p>	<ul style="list-style-type: none"> <li>• <i>Work closely with parents</i> to find out all relevant information about the child and family, in the context of the pandemic, to build a clear picture of the child and instil confidence</li> <li>• Whether children are returning, or new to the setting, look at <i>extending the usual transition period</i> to allow more time for settling if needed and ensure this is flexible and responsive to need</li> <li>• Where children have been in the school/setting in the Summer term, look to <i>build further on the relationships</i> they have established with key staff and other children <i>and gradually widen the number of relationships</i> developed in the new academic year</li> <li>• Encourage staff to be <i>available</i> to children and other adults and know that the school/setting views developing relationships as a key priority at this time</li> <li>• <i>Be patient</i> – investing time in the short term will pay off in the longer term</li> </ul>
<p><b>Listening &amp; Speaking opportunities must be given the highest priority</b></p>	<ul style="list-style-type: none"> <li>• Create ample <i>opportunities and spaces for conversation</i> – working together on practical tasks really helps talk to flow and often those involved are more relaxed and comfortable to talk whilst they are playing or working together</li> <li>• <i>Follow the lead of the child</i> – if they prefer to learn outdoors or in the construction area, for example, adults should support talk, between children and between adult-child, wherever the child is most comfortable</li> <li>• <i>Establish and maintain consistent routines</i> – this promotes a feeling of security which will support oral communication</li> <li>• Ensure there is plenty of <i>time for talking</i> – making sure conversations are not rushed and that children are invited to talk as and when they are confident to do so</li> <li>• Ensure <i>key people are available</i> for adults and children – reconnecting with people we previously had strong relationships with before lockdown will probably be easier</li> <li>• Consider the benefits of maximising listening and speaking opportunities on a <i>one-to-one basis or in small groups</i> to build confidence and to enable those involved to be supported</li> <li>• Refresh use of <i>Sustained Shared Thinking techniques</i> by all practitioners working in the setting</li> <li>• <i>Promote a sense of fun and discovery!</i> Offering experiences and opportunities that inspire is likely to encourage high quality talk</li> </ul>

## REASON

When regulation is in place and relationships are positive, then it is possible for successful learning to follow. If we refer back to Dr Perry's triangle it is clear that this is the point at which we can now focus on moving learning forward, *when children are confident and secure enough to enjoy and accept the challenges of new work.*

In moving to the **Reason** stage, one approach might be for the school to look at the following:



Children may not have been at the school, but they have still been learning, however the context and what they have learned will vary enormously and may not be recognisable on a traditional setting curriculum. Nevertheless, important contributions to learning will have been made.

Practitioners should, as a starting point, seek to gather as much information to determine if children are '**ready to learn**'. This will involve talking to parents and practitioners who know the children well, firstly about the child's social and emotional strengths and needs. Alongside this finding out about recent learning, including skill development is crucial. Sometimes more in-depth assessment in particular areas might be needed. Together this information will enable the child's key person to put together a **holistic baseline** for the child.

This information could be summarised in a simple '**Transition One Page Profile**' which might include:

- Information on the Recent Lived Experiences of the Child
- Summary of Recent Learning – Knowledge, Skills and Understanding
- Next Steps and notes to follow up

The **Transition One Page Profile** (*please see an example in Appendix B*) could be a valuable source of information for the school to use in planning its provision for the child. From this an enabling environment can be set up to support learning with the role of the adult clearly defined within it

This process of **Climate, Provision, Facilitation** is cyclical and based on on-going observational assessment carried out by all practitioners working in the school.

We should be mindful that whether children have been at home or accessing the school in the Summer term, school will have looked and felt very different for everyone, so learning has been disrupted. It is vital that time is spent on helping children to review past learning so that it is refreshed and fully embedded. This process can then be extended to incorporate more ‘new learning’.

Whilst practitioners and leaders will be keen to ensure children make accelerated progress, this must not be at the expense of taking the time needed to ensure children have the opportunity to **Regulate, Relate and Reason**

### **3. Summary of Recovery and Reintegration – additional information**

Recovery and reintegration is covered really well by Dr Alison D’Amario, in ‘Preparing for the Return to School’ <https://www.youtube.com/watch?v=nFTSWTOrnG0>

She talks about 5 areas for consideration. These are areas that can support successful transition back into the school life, and although the focus is on children, it can be clear that many of the considerations apply to adults too.



To summarise, the 5 areas are:

<p><b>Sense of safety</b></p>	<p><b>This is achieved through the following:</b></p> <ul style="list-style-type: none"> <li>• Consistent, predictable routines             <ul style="list-style-type: none"> <li>○ Communicated to parents and children before return if possible.</li> <li>○ Use of visual timetables to support</li> </ul> </li> <li>• Giving plenty of notice for transitions through the day, using visual and aural signals</li> <li>• Making transitions calm and unhurried</li> <li>• Being aware of the children who have been in the setting throughout lockdown and supporting them to accept the challenges they face when other children and more adults return to the setting.</li> <li>• Providing or using existing spaces for children to withdraw to alone, if they want some time away from others, to relax and/or regain calm. (Making sure there are spaces where adult can go too)</li> <li>• As children may show their feelings through their behaviour, trying to ask why they are behaving as they are, and looking for ways to support children to find alternatives, for example using emotion coaching.</li> </ul> <p>There may be instances of anxiety around separation. This is normal and should be expected in this situation. Children’s feelings should be validated, and strategies employed to help them cope and become more confident that they are safe.</p>
<p><b>Sense of calm</b></p>	<p>Self-care is key - If adults are calm then that emotion can be transferred to children (emotion contagion)</p> <p><a href="https://www.mentalhealth.org.uk/publications/how-to-mental-health">https://www.mentalhealth.org.uk/publications/how-to-mental-health</a></p> <p>A sense of calm might be achieved by:</p> <ul style="list-style-type: none"> <li>• Making sure that the key person approach is in place and children have access to frequent conversations with their key person so that he/she can monitor how each child is coping</li> <li>• Ensuring children know that they have a person that they can consistently depend on for support</li> <li>• Focusing on what children have done and learned over the previous weeks, avoiding the temptation to ‘test’.</li> </ul>
<p><b>Sense of self and collective efficacy</b></p>	<p>This is about gaining a sense of control and purpose and might be achieved by:</p> <ul style="list-style-type: none"> <li>• Focusing on talking about and celebrating what children are doing well, particularly around new and different routines.</li> <li>• Ensuring that there are goals for children each day, not necessarily all about learning as they may not yet be able to engage the reasoning part of the brain successfully but make the goals fun and attainable.</li> <li>• Having opportunities to discuss how children are feeling about being in the school</li> <li>• Helping children enjoy having responsibility and looking for opportunities to develop their sense of purpose</li> </ul>
<p><b>Sense of connectedness</b></p>	<p>This might be through:</p> <ul style="list-style-type: none"> <li>• Establishing a sense of reconnection with the environment and the staff through the use of photos, videos, welcome messages, virtual introductions to staff etc, before children arrive in the school if possible.</li> <li>• Ensuring that there is time for children to talk with each other and the staff, rebuilding or forging new relationships.</li> <li>• Planning and offering activities which bring children together and promote feelings of belonging – “our.....” “this is the way we....”</li> </ul>
<p><b>Promoting hope</b></p>	<p>This might be done by:</p> <ul style="list-style-type: none"> <li>• Finding simple ways to talk about what children have learned from their experiences, the things that they have been happy about, and the things that they are looking forward to now in the setting and at home.</li> </ul>

## 4. Further Support

In addition to the information, references and links in this document, there is a wealth of excellent ideas and strategies to support leaders and staff available online. This bank of information is growing all the time.

### Wider materials

The Coventry **SEND support service** who have developed an **Early Years Recovery Curriculum** which provides detailed information and resources. This can be accessed here: [https://www.coventry.gov.uk/info/62/coventry\\_send\\_support\\_service/3634/early\\_years\\_recovery\\_curriculum/2](https://www.coventry.gov.uk/info/62/coventry_send_support_service/3634/early_years_recovery_curriculum/2)

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We would also recommend that you look at the Bristol Early Years guidance “EYFS Unique Transitions Guidance 2020, Covid 19 Recovery Phase” <https://www.bristolearlyyears.org.uk/wp-content/uploads/2020/06/Unique-Transition-Guidance-for-the-EYFS-1.pdf>. This document provides extensive guidance and many practical ideas.

### The following links are also useful:

<https://www.annafreud.org/early-years/early-years-in-mind/>

[https://www.haringey.gov.uk/sites/haringeygovuk/files/eps\\_transition\\_document.pdf](https://www.haringey.gov.uk/sites/haringeygovuk/files/eps_transition_document.pdf)

<https://southgloshead.wordpress.com/2020/06/21/returning-to-civilisation-a-leaders-guide-to-ending-the-weirdest-school-year-ever/>

<https://southgloshead.wordpress.com/2017/10/01/the-post-it-rap-a-100-tiny-steps-to-success/>

<https://www.eymatters.co.uk/wp-content/uploads/2020/05/Maureen-Hunt-Emotional-Wellbeing-Presentation.pdf>

<https://youngminds.org.uk/blog/supporting-a-child-with-grief-and-loss-during-the-covid-19-pandemic/>

Children’s emotional health “Sorted Books” [www.warwickshire.gov.uk/sorted](http://www.warwickshire.gov.uk/sorted)

Useful Link: Advice for settings and childminders to signpost to for parents and carers of children who have not yet started school.

<https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19>

## Appendix A

### Transition in Early Years within the Context of COVID-19: Things to Consider

\* Nursery includes nursery class and nursery school provision

*Support and provision – it is important to present information and materials in a variety of ways as access to technology and translation services varies between families*

Early Years Foundation Stage			
Transition Stage	What might happen?	Potential Solutions might include:	Reflection Points
Home to Early Years	Children have not accessed the usual 'stay and play' or settling in sessions to support the transition from home to a nursery setting	<p><b>Ensure all the preparations which are normally in place at transition times are even more explicit now and realise they may need to be in place over an extended period to help children to regulate</b></p> <ul style="list-style-type: none"> <li>• Ensure website / social media pages / welcome letters have a message welcoming new child and family and outline what contact will be made and when</li> <li>• Develop a leaflet/pack around 'starting nursery' for families to share with children and send this electronically</li> <li>• Provide electronic versions of photobooks of staff and the environment - posted and shared directly with child and family or via a link on school website and/or Facebook page</li> <li>• Consider filming a 360 tour of the organisation and sharing this. It could include specific areas in the setting, classroom, outdoor area, where to hang up coats, where to eat lunch, as well as introductions to key members of the team. You may wish to approach this in a graduated way by sending a series of video messages from the leadership team, the EYFS team and individual staff – electronic postcards can also be a good way to approach this.</li> <li>• Support parents in preparing their child in advance about who will be at the setting, who is going to be their key person each day, what the routine of the day looks like etc</li> <li>• Ensure adults are gently honest with children. Things have changed and being sensitively transparent about this with children is important. It will also be important to explain to parents who will be unfamiliar with the setting, what the changes are and what they look like</li> <li>• Be committed to build in time to offer 'stay and play' and settling in sessions once children are able to come on site in the new term, guidance permitting. Children may only stay for a short period of time during an initial visit - if these are able to happen.</li> </ul>	<p>Settling in will look different for each child and family – how can we keep the process flexible to support individual need?</p> <p>How long will we need to extend the induction/ settling in process in the new term?</p> <p>How can we make the process bespoke to each child's context?</p>

<p><b>Home to Early Years</b></p>	<p>Parents and carers have not had opportunity to share information face to face</p> <p>Home visits to support keyworker relationship may not be possible</p>	<p><b>Provide information that is clear and specific, and which makes explicit what has stayed the same and what is different</b></p> <p><b>Encourage parents to see the ‘return to the setting’ or ‘starting at the setting’ as a positive experience for their child and help them understand that seeing their parents calm and secure about their return will do much to support children.</b></p> <ul style="list-style-type: none"> <li>• Contact parents by phone call to give them the opportunity and time to talk to you</li> <li>• Pre-record teachers / support staff reading their favourites story and share</li> <li>• Send a series of electronic postcards to support building of relationships over the summer</li> <li>• Gather information from the family about the child’s experience during Covid 19. Record this on the <i>Transition One Page Profile</i>, if used</li> <li>• Consider first sessions for families on site to be in small ‘stay and play’ groups accessing the outdoor area only. Use this time to collect further information from parents and also try to understand what they may be feeling anxious about</li> </ul>	<p>Consider the support that is given to parents after spending such a long period self – isolating.</p> <p>Consider if particular information is needed from parents, relating to the child’s lived experiences of the pandemic</p> <p>Consider whether use of the outdoor space improves parent and child confidence in the setting after a long period of social isolation</p>
<p><b>Home to Early Years</b></p>	<p>Home learning / building learning skills &amp; attitudes</p>	<ul style="list-style-type: none"> <li>• Provide short activities for the parent and child to do together and bring to school on their first visit. You may wish to set up a ‘new families’ tab on your website or use social media platforms for any completed activities to be posted.</li> </ul>	<p>Consider accessibility and childrens interests and how to build home learning that is not just screen based</p> <p>Consider how to capture and take into account childrens lived experiences when planning and building readiness for learning</p>
<p><b>Home to Early Years</b></p>	<p>Building relationships.</p>	<ul style="list-style-type: none"> <li>• Use the <i>Transition One Page Profile</i> to gather more information about the child prior to them starting/during their initial visits</li> <li>• Build in more time for parents to spend in the setting with their child and the Key worker</li> <li>• Plan induction that is flexible enough to allow for children who may take longer to settle and that still offers an element of home learning support</li> </ul>	<p>How do we offer reassurance in a variety of ways given the recent impact of the pandemic?</p>
<p><b>Home to Early Years</b></p>	<p>Handover between settings may not be as robust due to the pandemic</p>	<ul style="list-style-type: none"> <li>• For children moving from one provision to another, make contact so that information can still be exchanged even if this needs more time to achieve</li> </ul>	<p>What is the key information needed about the child, given that a visit to see them in their previous provision is not possible?</p>

<p><b>Early Years to Reception</b></p>	<p>Children may not have the usual induction sessions from a nursery setting into school</p> <p>How information is shared between new school and parents</p>	<p><b>Ensure all the preparations which are normally in place at transition times are even more explicit now and realise they may need to be in place over an extended period to help children to regulate</b></p> <ul style="list-style-type: none"> <li>• Develop a leaflet or pack around ‘starting school’ for families to share with children electronically as printed materials may increase the risk of transmission</li> <li>• Ensure website / social media pages / welcome letters have a message welcoming the child and family and outline that contact will be made and when.</li> <li>• Develop an approach to contact children and families prior to starting the school e.g. phone/email/video contact with parents and gather consider how you can collect information about the child</li> <li>• Provide electronic versions of photobooks of staff and the environment. These could be posted and shared directly with child and family or via a link on school website and/or Facebook page.</li> <li>• Consider filming a 360 tour of the organisation and sharing this. It could include specific areas in the setting, classroom, outdoor area, where to hang up coats, where to eat lunch, as well as introductions to key members of the team. You may wish to approach this in a graduated way by sending a series of video messages from the leadership team, the EYFS team and individual staff – electronic postcards can also be a good way to approach this, or a power point photo tour.</li> <li>• Pre-record teachers / support staff reading their favourites story and share this with new attendees to support familiarisation</li> <li>• Send a series of electronic postcards to keep in touch that talk about the fun things to do at nursery or reception</li> <li>• Provide short activities for the parent and child to do together and bring to school at the start of the autumn term.</li> <li>• Get down on floor level and consider the environment and provision through the eyes of a child, is the space still welcoming and accessible in spite of the new restrictions</li> </ul>	<p>Children entering Reception may not have had the breadth of experience of EYFS and may not be ‘ready to learn’; there may be more challenges around personal, social and emotional development How can this message be shared with parents to reassure them?</p> <p>Consider if particular information is needed from parents this year, relating to the child’s lived experiences of the pandemic</p> <p>Consider whether use of the outdoor space improves parent and child confidence after a long period of social isolation</p>
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## Appendix B

EYFS Transition – One Page Profile	
<b>Name:</b> <b>Date of Birth:</b>	<b>SEN Support:</b>
<b>Notes on the 'Lived Experience' of the Child during Covid 19</b> <i>e.g. where the child was living and family circumstances, likely pressures on the family, how much time (if any) was spent at the setting, known bereavement. Information to include views of parents/carers</i>	
<b>Notes on Recent Learning</b> <i>e.g. if in the school/setting during the Summer term, how well has the child accessed learning? If at home, has the child accessed any home learning, if known? Has the family/child talked about any activities undertaken with the family?</i>	
<b>Assessment Notes</b> <i>e.g. summary of observation notes during transition, information from Leuven Scales, ELSA assessment or Boxall Profile if applicable; notes on progress on EHCP if appropriate</i>	
<b>Ready to Learn</b> <i>e.g. what level of confidence do children display in the following areas</i> <ul style="list-style-type: none"><li>• <b>playing and exploring</b> - children investigate and experience things, and 'have a go';</li><li>• <b>active learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and</li><li>• <b>creating and thinking critically</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li></ul>	
<b>Next Steps in Learning</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	
<b>Notes:</b>	