



Supporting horizontal transitions during day within setting:

- View transition times as part of the day, to be planned for and managed
- Use visual timetables or Now/Next boards
- Give a warning to the children to prepare them, e.g. "5 minutes until we tidy..."
- Use timers/sand-timers as visual aid
- Refer to objects of reference, e.g. nappy
- Be consistent in routine and responses
- Offer clear and precise instructions
- Offer incentives (e.g. Zara can choose the story today)
- Use songs, rhymes, chants, finger play etc.
- Count down to a transition (not up!)
- Pre-empt which children will find it difficult and offer additional support
- Reflect upon all children and provide additional support if needed



Supporting vertical transitions into setting or school:

- Build relationships with parents/ settings/ schools
- Share information (e.g. All about me forms)
- Chatterboxes/special things from home
- Transitional objects and comforters
- Use stories about transitions
- Photos and pictures of new environment
- Role play and puppets
- Make changes gradually over time
- Home visits – practitioners or teachers
- Settling-in sessions for children
- Stay and play sessions for parents and children together
- Transition meetings for parents/carers
- Consider children's holistic development, in particular their emotional needs
- Photos of family displayed in setting



Principles of effective transition (Fisher, 2010):

- Transition is a process not an event
- Transition is a whole school issue
- Transition should be viewed as positive and exciting
- Transition should be a smooth and seamless journey for all children
- Transition should take account of the differences and the particular needs of children
- Transition relies on close and honest relationships between families and schools
- Transition relies on joint working between staff involved in working on the process
- Effective transition will only be achieved after genuine consultation with children and parents.