

## Supporting phase transfer post COVID-19

### Good practice guidance for settings

This guide is designed to support settings in Norfolk in planning and delivering successful transitions for children and young people (CYP), particularly at phase transfer, where this may need to happen remotely. All pupils will need support to transition back to school and a successful start in a new setting requires careful planning and preparation for all. A graduated response to transition is required under 'normal' circumstances. As part of the return to schools following the lockdown, an additional level of universal support will be needed for all CYP to ensure successful transition back into settings.

#### Return to school for all children and young people

'A Whole-School Approach – transition toolkit: recovery and learning' provides guidance and supporting resources for settings to plan a post-pandemic return to schools. The guidance centres on strategies to support all CYP to make successful transfers from home learning towards a return to full-time education in school: [www.schools.norfolk.gov.uk/coronavirus/transition-after-pandemic](http://www.schools.norfolk.gov.uk/coronavirus/transition-after-pandemic)

#### Phase transfer

There are particular challenges for pupils starting in a new setting after the disruptions caused by COVID-19. The key principles of good transitions still apply – effective transitions rely on good planning and good communication: <https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-support-services/send-transition-resources>

In response to COVID-19, settings have had to ensure that transition preparation and support take place in new and creative ways, either online or face-to-face, or through a combination of these, as restrictions have allowed. **Any transition activities planned must comply with current guidance in the COVID-19 [Compliance Code for Educational Settings](#).**

There are many innovative ‘virtual’ approaches being used by Norfolk settings to ensure that CYP and families are well-prepared for transition. This guidance signposts some of the things that settings are doing in order to share good practice. If you know of examples that may be useful to share more widely, please contact [sendadviceandsupportrequests@norfolk.gov.uk](mailto:sendadviceandsupportrequests@norfolk.gov.uk) and these can be added.

<b>Contents</b>	<b>Page</b>
1. Communicating with CYP and families in a timely and helpful way	<b>3</b>
2. Providing information and activities to support preparation for transition	<b>5</b>
3. Supporting resource and links – Getting ready to start school	<b>8</b>
4. Supporting resources and links – Starting secondary school	<b>10</b>
5. Being proactive in sharing information between feeder and receiving settings	<b>12</b>
6. Creating a sense of closure for leavers so they feel ready to move on	<b>13</b>
7. Planning enhanced transitions for identified CYP and families who are vulnerable due to their circumstances	<b>14</b>
8. Supporting resources and links - Enhanced transitions	<b>16</b>

## 1. Communicating with CYP and families in a timely and helpful way

With continual changes to guidance there remains uncertainty around exactly what provision in education settings will look like when we go back in September. However, we can aim to communicate what we do know openly and honestly and keep good lines of communication open and responsive to needs, in order to reassure CYP and families and reduce anxiety around phase transfer.

Good practice ideas	Top tips
<p>Start by providing parent carers and CYP with an overview of the transition process, so they know what to expect</p> <ul style="list-style-type: none"><li>✓ What will happen?</li><li>✓ When?</li><li>✓ How?</li><li>✓ Who will be involved?</li></ul> <p>Make sure information about transition is easy to find (eg establish a 'transition' section on the setting website and ensure this is easy to find from the front page of the site)</p> <p>Provide key information, updates and links to resources to support CYP and families, and update this information regularly</p>	<ul style="list-style-type: none"><li>• Communicate honestly with CYP and families and acknowledge the uncertainty</li><li>• Be open and transparent about any uncertainties (eg whether any face-to-face transition is likely be possible or not)</li><li>• Be positive and optimistic. Get the message across that some things will be different, and some things will be the same and that the changes can be positive</li><li>• Feeder settings can post links on their own websites to transition materials published on junior/secondary school websites</li><li>• Ensure that CYP and families are aware of the additional support that will be</li></ul>

Start communicating plans with CYP and parents as early as possible

Drip-feed' information in small 'chunks' to help build familiarity with the new setting over time. This will ensure that CYP and their families are not overwhelmed with too much information in one go

Continue making contact and sharing information with CYP and families over the summer break

Think about how to support CYP and families with limited or no access to technology

available to them during transition in September

- Write to new students or send a postcard during the summer break to make them feel valued and welcome
- Identify clear points of contact in the new setting so parent carers can easily find the right person to talk to
- Make it easy to for families to arrange a meeting and talk to someone about any questions or concerns they may have [Sewell Park Academy example – online form to request a family meeting](#)
- Staff will need to be mindful of ensuring access for pupils with specific communication needs, e.g. HI, VI or other SEND, and fair accessibility for pupils with limited ICT/internet access
- Phone calls, letters/postcards or physical resource packs could be provided for CYP and families with limited or no access to technology

[Anna Freud Centre – managing transitions toolkit](#)

## 2. Providing information and activities to support preparation for transition

Offering a range of virtual transition events is an effective way to ensure pupils start the new year feeling confident and ready to learn. These might focus on sharing information about the new setting with CYP and families or running activities designed to make pupils feel comfortable in their new setting, for example by introducing pupils to their new teachers and classmates. Many settings have replaced their 'face to face' transition visits with a 'virtual offer' including school tours, webinars, videos or online Q&A sessions.

Good practice ideas	Top tips
<p>In place of 'face-to-face' meetings with the parents of new starters essential information can be shared and questions answered through:</p> <ul style="list-style-type: none"><li>• a voice-over PowerPoint presentation or a series of videos that share vital information with parents</li><li>• a transition booklet or pack that covers key information for CYP and families</li><li>• a dedicated transition email address/contact so prospective parents can ask specific questions</li><li>• answer Frequently Asked Questions on the school website</li></ul>	<ul style="list-style-type: none"><li>• Provide age-appropriate fun challenges for the summer break to help CYP get ready for their new setting (eg put your uniform on in 3 minutes, pack your own healthy lunch, get your school bag ready in under 5 minutes, practise walking the school route/travelling by transport)</li></ul> <p>Examples of videos provided by settings include:</p> <ul style="list-style-type: none"><li>• Introduction from the headteacher or principal (welcome / introduction to</li></ul>

- personal video profiles of staff so parents/pupils can 'meet them' virtually

Ensure that information can be accessed easily on the school website (eg put a link on the landing page of the website)

Provide 'transition booklets' or activities for CYP and families to do together at home to find out about the new setting and prepare for transition

Find out about the needs of CYP and families. Provide opportunities for frequently asked questions (FAQs) or concerns to be raised here, which can be collated and responded to at a later date (EPSS have produced a ['Back to school' questionnaire](#) that settings may choose to use or adapt)

Find out about the languages spoken at home and whether families will require support to access information (eg provision of key documents in the home language, access to a translator for meetings)

values and ethos)

- Virtual tour of the school
- Meet the Head of year R, 3 or 7
- Videos from key staff to cover key areas (eg the school day, getting help and pastoral support, extracurricular activities, uniform)
- Subject-specific introductions (eg PE, science, art, food tech)
- Further videos from key staff members (eg SENDCo talking about support for CYP with SEND, senior leader talking about attendance and behaviour policy, DSL talking about safeguarding, curriculum lead talking about learning expectations/ homework)
- Introduction to the pastoral system/what support is available to help
- Video by class teachers or form tutors, including tour of the classroom and a 'walk-through' of the daily routine
- Introduction to lunch and breaktime routines

Organise live 'chats' or 'question and answer' sessions with class teachers/form tutors

'Taster lessons' could be provided remotely

Calls home by class teachers/form tutors once forms/classes are known

Signpost CYP and families to further sources of information and support to help them prepare for transition

Face-to-face transition preparation should take place for CYP who are back in school (eg year 6). Ensure resources and information are accessible to year 6s who have remained at home

Curriculum bridging projects or summer learning challenges could be used to keep learning going over the break, linked to the things they will be learning at the beginning of the new academic year

- Introduction to clubs and extracurricular activities, trips and visits
- FAQs
- 'Peer to peer' videos with current CYP who attend the setting talking about their experience of school life to share with new entrants

### **Here a few links to examples of 'virtual' transition pages on setting webpages**

Infant/junior/primary examples

[Lakenham Primary School and Nursery](#)

[Colman infant and junior schools federation](#)

[Heather Avenue infant school](#)

[Horsford C of E VA Primary](#)

Secondary examples

[Acle Academy](#)

[Framingham Earl](#)

[Sewell Park Academy](#)

[Thorpe St Andrew](#)

[Broadland high](#)

[Dereham Neatherd](#)

[City Academy](#)

## Supporting resources and links

### Getting ready to start school

Norfolk County Council resources:

[Home learning - talk and play every day](#)

[Baby - ideas for early development](#)

[Toddlers - ideas for talk and play](#)

[Pre-schoolers - ideas for play and learning](#)

[Family Information Service](#)

[FIS Facebook](#) / [FIS Twitter](#) / [FIS Pinterest](#) / [FIS Instagram](#)

[Hungry Little Minds](#) Simple, fun activities for children, from newborn to five

[BBC Tiny Happy People](#) Simple activities and play ideas to help parent carers support development of communication skills

[Just One Norfolk \(JON\) School readiness](#)

[BBC Bitesize starting primary school](#)

IASC [‘My hero is you, storybook for children on COVID-19’](#) has been developed in many different languages and is intended to be used by adults alongside a child or small group of children

Downloadable leaflets to help support the various transitions that children may experience in the EYFS are available [here](#).



An EY transition audit has been produced to help settings review and develop their current transition practice, including additional considerations related to COVID 19.

Early Years advice line: 01603 222300 (option 3)

[Handwashing videos \(NHS\)](#)

[Anna Freud Centre Coronavirus toolkit #7: managing transitions - Starting primary school](#)

[INTRAN](#) The Virtual School Looked After Children, Adopted, SGO, GRT, EAL Team are currently providing free access to a telephone translating service, Language Line, to enable schools to contact their vulnerable EAL families during this Covid 19 crisis. This is for ALL schools to use and schools that have already bought in to the scheme via INTRAN are also welcome to make use of this free service. Contact [lisa.reynolds@norfolk.gov.uk](mailto:lisa.reynolds@norfolk.gov.uk) or [tanya.ingram@norfolk.gov.uk](mailto:tanya.ingram@norfolk.gov.uk) for further details and to access the 6 digit ID code.

[Norwich Opportunity Area \(NOA\)](#)

- Five school readiness videos aimed at parents (communication and language development, physical development, personal, social and emotional, literacy, numeracy)
- Transition 'top tips' leaflet and video for parents
- Production of 3D virtual tours of schools eg [Lakenham Primary School and Nursery](#)

Keep an eye on the NOA website, as these resources will be published in mid-July

## Supporting resources and links

### Starting secondary school

[What to include in a 'My new school booklet'](#)

[Just One Norfolk \(JON\) Starting high school](#)

[BBC Teach](#)

- 'Find your Feet' films and teaching resources
- 'Transition inspiration from around the UK' - showcases imaginative transition projects

[BBC Bitesize](#) – videos with top tips including 'peer-to-peer' advice and [video guides](#) tackling some common worries about starting high school

[INTRAN](#) The Virtual School Looked After Children, Adopted, SGO, GRT, EAL Team are currently providing free access to a telephone translating service, Language Line, to enable schools to contact their vulnerable EAL families during this Covid 19 crisis. This is for ALL schools to use and schools that have already bought in to the scheme via INTRAN are also welcome to make use of this free service. Contact [lisa.reynolds@norfolk.gov.uk](mailto:lisa.reynolds@norfolk.gov.uk) or [tanya.ingram@norfolk.gov.uk](mailto:tanya.ingram@norfolk.gov.uk) for further details and to access the 6 digit ID code.

[Oxford University Press: Here to Help: school transition resources](#)

Coming soon...

- NOA/UEA Outreach Team transition booklet for year 6 children to complete with parent carers at home
- NOA editable transition booklet for high schools to use with new starters in year 7

A link to these will be posted on the [SEND transition resources](#) page of the Norfolk SEND Local Offer as soon as they are available

[NOA curriculum bridging project resources](#)

[‘Be Awesome, Go Big’](#) free transition resources for year 6. They can be used by children and families at home or by teachers at school

[‘Moving on up! Getting ready for high school’](#) is a workbook full of activities and ideas to help year children to prepare for transition. The booklet is editable and can be adapted to suit the needs of the setting

[‘Moving on up! Year 6-7 challenges’](#) is an editable checklist that could easily be adapted for use with other age groups

[Anna Freud Centre Coronavirus toolkit #7: managing transitions - starting secondary school](#)

### 3. Being proactive in sharing information between feeder and receiving settings

Good practice ideas	Top tips
<p>Ensure that the transfer of written information between schools is effective</p> <p>Transfer of written information does not replace the need for a professional conversation about how the needs of CYP will be met</p> <p>Provide opportunities for information sharing or 'handover' meetings to take place remotely, if necessary, either online or by telephone. These discussions should identify areas where pupils are likely to require additional support and provide opportunities for teachers to share information about pupils' strengths and areas for development with colleagues</p>	<ul style="list-style-type: none"><li>• Information transferred in written form needs to be efficient and of high quality. The Norwich Opportunity Area (NOA) have produced a common transfer form (CTF) which is available for all settings to use <a href="#">Common transfer form (CTF)</a></li><li>• Ensure that all relevant documents are transferred to inform provision planning in the new setting (eg one-page profiles, risk management plans, individual health care plans, learning support plans, personalised timetables, pastoral support plans, FSP or CP plans, PEPs etc)</li><li>• Nothing replaces a thorough professional conversation about CYP and their needs</li><li>• Be proactive - if you have not had contact with the feeder/receiving setting then initiate contact to book in a time to talk.</li></ul>

### 3. Creating a sense of closure for leavers so they feel ready to move on

Some CYP will not return to their previous setting at all but will transfer straight to a new provider at phase transfer. As a result, many of the usual 'rites of passage' which help to signal change for many of our CYP will be lost. Events such as sports day, exams, proms and leavers events will not have taken place. CYP may be experiencing feelings of loss and settings need to acknowledge these to help them move forward.

Good practice ideas	Top tips
<p>Consider whether it is possible to organise some events virtually</p> <p>Consider whether some events could be held in September, after return to school</p>	<p>Events might include</p> <ul style="list-style-type: none"><li>• Virtual sports days</li><li>• Whole school themed enrichment or challenge days</li><li>• Virtual assemblies</li><li>• Class or tutor/form group meetings</li><li>• 'House' events</li></ul> <p>Retrospective events could include:</p> <ul style="list-style-type: none"><li>• Leavers party for year 2 or year 6</li><li>• Celebration/awards evening or assembly</li></ul>

#### 4. Planning enhanced transitions for identified CYP and families who are vulnerable due to their circumstances

For some CYP an enhanced transition/ bespoke package will be needed to enable them and their families to manage the change to a new setting successfully.

Good practice ideas	Top tips
<p>Find out as much as you can about CYP with additional needs who will be transferring to your setting in September</p> <p>Organise a transition planning meeting involving the CYP, family and any relevant professionals from education, health and social care. Meetings can take place remotely, either online or by telephone if face-to-face contact is not possible</p> <p>Please refer to the Compliance code for all educational settings and risk assessment in order to safely manage meetings that take place in person</p>	<ul style="list-style-type: none"><li>• Record the outcomes of meetings in writing and make sure everyone involved has a copy of what has been agreed</li><li>• Ensure that everyone involved is clear about what additional support will be in place in September (eg adult support, adaptations to the timetable, provision of equipment or resources, peer support or pastoral support)</li><li>• Make sure there is a clear point of contact identified in the new setting for families to contact to ask questions or discuss any concerns</li><li>• Think about how the activities usually delivered through 'extra visits' and additional transition days could be delivered remotely</li></ul>

Ensure that the views of the CYP and the family remain at the centre of transition planning (eg using one-page profiles, feelings and wishes)

Further bespoke resources may need to be developed to meet individual needs (eg personalised photo booklets, prompt cards, information cards, social stories, visual timetables and prompts)

Find out about the languages spoken at home and whether families will require support to access information (eg provision of key documents in the home language, access to a translator for meetings)

Provide opportunities to build positive relationships with the CYP and families to enable them to support their CYP more effectively and manage anxiety (this could take place via phone calls, emails, meetings online, or by sending physical resources, letters or postcards home)

- (eg virtual tours, providing personalised photobooks or other support resources)
- The use of one-page profiles can help to capture the views of CYP, parent carers and the setting. They convey strengths, challenges and support needs to the new setting in an accessible way. Settings should adapt the form and content of profiles so that they are appropriate for CYP at different ages and stages
- Even if you do not know all of the arrangements for support, reassure the parent carers and CYP that you are going to spend time getting to know them and making sure that they get what they need to thrive. Parent carers and CYP may be feeling anxious and they need the receiving setting to be confident, welcoming and solution focused

## Supporting resources and links

Health and safety	<p><a href="#">Compliance Code for Educational Settings</a></p> <p><a href="#">Educational Settings Risk Assessment</a></p>
Enhanced transitions	<p><a href="#">Enhanced transition planning proforma</a></p> <p><a href="#">Provision Expected at SEN Support (PEaSS): SEND support guidance</a></p> <p><a href="#">SEND Partnership (SENDIASS) meeting planner</a></p> <p><a href="#">Feelings and wishes templates</a></p> <p><a href="#">One-page profile template</a></p> <p><a href="#">INTRAN</a> The Virtual School Looked After Children, Adopted, SGO, GRT, EAL Team are currently providing free access to a telephone translating service, Language Line, to enable schools to contact their vulnerable EAL families during this Covid 19 crisis. This is for ALL schools to use and schools that have already bought in to the scheme via INTRAN are also welcome to make use of this free service. Contact <a href="mailto:lisa.reynolds@norfolk.gov.uk">lisa.reynolds@norfolk.gov.uk</a> or <a href="mailto:tanya.ingram@norfolk.gov.uk">tanya.ingram@norfolk.gov.uk</a> for further details and to access the 6 digit ID code</p>



[Norfolk SEND Local Offer 'Moving on \(transition in education\) page](#)

[Transition tips for pupils with SEND \(Young Minds\)](#)

[Autism Education Trust transition toolkit](#)

Contact Virtual School SEND for advice and support  
[sendadviceandsupportrequests@norfolk.gov.uk](mailto:sendadviceandsupportrequests@norfolk.gov.uk)