

COVID-19: Transition guidance for schools

Aim

The aim of this guidance is to:

- Establish a coherent borough-wide approach to transition for all children and young people in Kingston and Richmond schools and settings, including those with SEND or otherwise vulnerable, during the COVID-19 disruption period, and
- Provide children, parents, teachers and practitioners with tools and materials to support this process.

The guidance is based on the assumption that [social distancing measures](#) will remain in force for the foreseeable future.

Introduction

The starting point for us all is an understanding that:

- Children and young people experience many transitions including starting at a setting for the first time, moving on to a new activity, moving between spaces, or moving to a new setting or school.
- The extended time away from school during the COVID-19 crisis makes it highly likely children and young people of all ages, whether they are transitioning to a new setting or merely returning to their existing school may find the transition difficult.
- Effective transitions are important for a young person's emotional wellbeing and achievement; planning well for these transitions is therefore fundamental to effective practice.
- To ensure continuity of experience for children, transition should be seen as a process rather than as a one off event. Discussions involving the child, parents and others throughout the planning process will support successful transitions.

Children with SEND or other vulnerabilities

- For some children and families, transition can be particularly challenging. This may be doubly so during this unsettled period. Additional planning is therefore needed to ensure transition for these children and young people is a positive one.
- If you are working with a child with identified SEND, emerging needs, multi-agency involvement or any other vulnerability, a universal transition offer may not meet their needs.
- To ensure the appropriate level of information is shared and planning put in place for a smooth transition, practitioners should therefore also refer to supported transition guidance [see links below].

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Supporting documentation:

Systemic guidance:

Educational Psychology

Staff support:

- Self-care tree for staff (advice for staff on how to look after their wellbeing): [View here](#)
- INSET material that can be adapted by leadership teams to provide a structure to help involve their staff in thinking through the issues and making decisions about how the staff collectively support each other and students back to school.
 - [View presentation here](#)
 - [View guidance here](#)

Student centred:

- Promoting positive transitions during and after the COVID-19 crisis: Guidance on supporting children and young people to start or return to school: [View here](#)
- Transition, recovery and learning in the aftermath of a pandemic: A resource for educational settings: [View here](#)
- Managing unexpected endings and transitions: [View here](#)
- Guidance to support the emotional well being of the school community [View here](#)

Activities and curriculum support:

- Supporting children's social and emotional wellbeing post lockdown: [View here](#)
- Recovery Curriculum: [View here](#)
- Helping children feel safe before they can learn: [View here](#)

Parent guidance:

- Advice for parents and carers around returning to school: 'families under pressure': [View here](#)
- Pointers on parenting under pressure: [View here](#)
- COVID-19 Advice for parents and carers: talking to children and young people: [View here](#)

Looked after and previously looked after children

- General guidance on how to best support these students: [View here](#)

School Improvement

- General transition guidance/principles: [View here](#)
- Effects and points to consider from distance learning: [View here](#)

Inclusion

- Advice for particularly vulnerable children on transitioning: [View here](#)
- Higher Needs Transition Programme: resources for class teacher/tutors/PSHE leads
Primary back to school pack: [View here](#)
Primary teachers: [View social stories folder](#)

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[View guidance and resources folder](#)

[View teacher and parent guidance folder](#)

[View activity resources folder](#)

Secondary back to school pack: [View here](#)

Bespoke:

Key worker parent guidance and family support package:

[Communicating with children about COVID-19 – Our NHS People](#)

[Advice for key worker parents](#)

[View document here](#)

Emotionally Related School Avoidance [ERSA]:

- Parental guidance of students who are too anxious to attend school: [View here](#)
- Guidance aimed at staff in relation to options of how to best intervene with students who are too anxious to attend school [View here](#)

Consultation support

Advice and guidance given to schools to discuss specific/ bespoke concerns/ issues through online sessions with service leads please join a Google Meet at the following times:

[Consultation 1: 28 May - 9:30-10:30am](#)

[Consultation 2: 4 June 9:30-10:30am](#)

[Consultation 3: 9 June - 9:30-10:30am](#)

The Education Inclusion Support Service is offering remote consultation sessions providing advice and guidance from our Advisory Teaching Team. This is open to all staff in schools working with primary and secondary aged pupils and is an opportunity for SENCOs, class teachers or TA/LSAs to discuss specific scenarios and gain advice and support.

Consultations will be for 30 minutes via the telephone or Google Hangout and staff will be contacted within 24 hours to set up an appointment.

[Please complete this short Google form to secure an appointment.](#)

Or alternatively send through your questions to:

Education Inclusion Support Service: eiss@achievingforchildren.org.uk