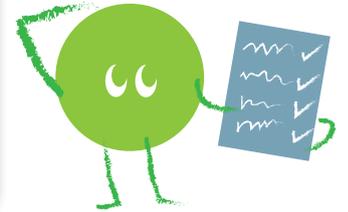


Coronavirus: Supporting Children's Transitions

This information is an extension to the Transition Matters Framework 2016 and will support you and (where appropriate) your staff team to ensure a smooth transition when you are accepting new children who are vulnerable or whose parents/carers are Critical Workers that do not usually attend your setting.

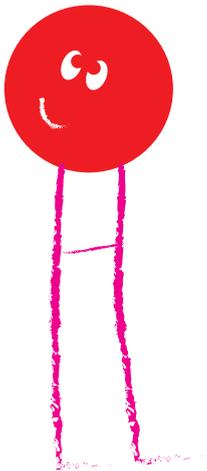
Key Person

- Assign a key person/childminder on arrival and where possible for the duration of the child's attendance
- Assign a buddy key person if possible and appropriate for each child as above
- Provide a photograph of key person/buddy for each child and family
- Share information between original key person and new key person
- Provide an alternative method for communication between key person and parent/carer e.g. email/contact book.



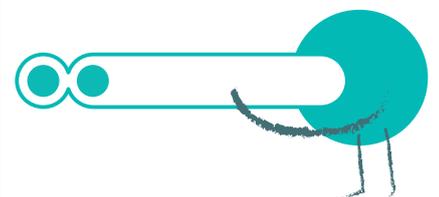
Environment

- Provide a protected space for any non-mobile children
- Risk assess the environment and its suitability for the age of children e.g. choking hazards
- Stop all communal play such as water, sand, rice, pasta, playdough
- Provide daily activities and experiences related to the cohort of children's interests and access to outdoors
- Consider your anticipatory duty to meet the needs of children with SEND
- Provide a quiet space for individual children to retreat to if they are feeling overwhelmed
- Ensure the environment reflects the individual interests of children e.g. photos of pets or books about Critical Worker roles.



Wellbeing

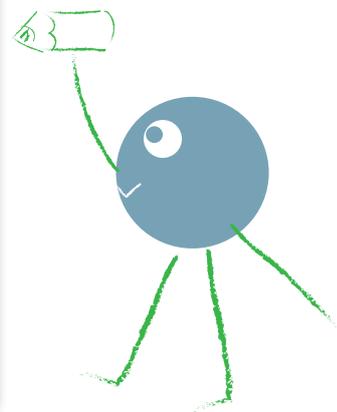
- Find out about the children's interests
- Find out about the children's routine
- Ask for their favourite songs, games and activities
- Allow a photo of the family to be brought into the setting
- Consider a transitional object.



For information on social distancing and hygiene practices within education and childcare settings please visit [Gov.uk Coronavirus Guidance](https://www.gov.uk/guidance/coronavirus-covid-19).

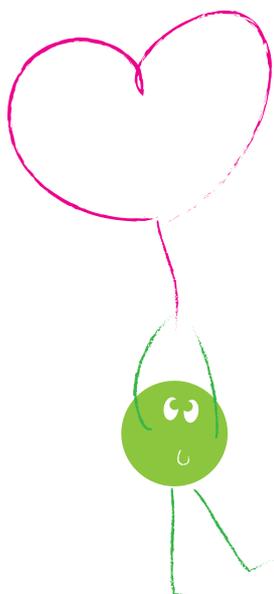
Information you need

- Parents'/carers' emergency contact details
- Children's dietary needs including allergies
- Children's medical needs
- Any additional needs e.g. SEND
- Parental responsibility
- Vulnerable child criteria i.e. safeguarding
- Information from previous setting about the child within the context of that setting.

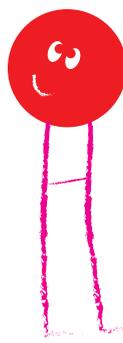
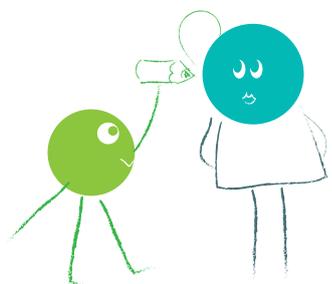


Education Health and Care Plan (EHCP)

- Talk to parents and request a copy of the EHCP to ensure that everyone is fully prepared to receive the child (**note particularly plans and information about eating and drinking**)
- Contact the specialist teacher or outreach support for additional information and guidance
- Agree an admission and settling in plan with the parents and multi-agency colleagues
- Arrange training by appropriate health colleagues, if necessary, particularly around complex medical needs
- Provide visual symbols and signing to communicate the setting's daily routines and to support navigation of their new environment and how they can make their needs known
- Contact your Equality and Inclusion Adviser/Childminding Adviser for additional advice and support.



For further information please contact
www.theeducationpeople.org/our-expertise/early-years-childcare/



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