



**Cheshire East Information  
Advice and Support  
(CEIAS) team**

## **Transition from one school to another during COVID-19**

Starting a new school is an exciting time; children experience a range of different emotions as the end of their time in one phase of education ends and they prepare to move to the next.

Normally schools would have carried out activities to get the children as ready as possible for the next stage in their education.

Due to Covid-19, transition for children will look slightly different this year. Children may not have had an opportunity to visit their new school or to meet the staff; this means that parents and carers may have to do more of the preparation with their children.

It is important that the transition is talked about as a progression/continuation rather than a loss so that children see it as a positive event.

The following are some suggestions of activities you could carry out. These will need to be specific for your child and you will know which ones are useful and which are not appropriate for them.

### **Things you could do:**

- Create social stories with your child about what they will do in their new school, how they will get there etc.
- Prepare your child by encouraging them to be as independent as possible; visual prompts and repetition may help with this e.g. putting on their school uniform and taking it off, putting on their P.E. kit etc.
- Practise their journey to school, depending on what helps your child take photographs as a reminder or look on Google maps etc.
- Look at the school/setting website to find their policies, photographs of staff members and of activities so you can talk about what happens at the school/setting. If appropriate your child could look at aspects of this with you to increase their familiarity.
- Support them with identifying some useful phrases e.g. Please could you help me, Where can I find... etc. These could be put on cards to act as prompts.
- Plan and practice their daily routine with them for when they start at their new school/setting including getting them used to different sleep patterns.

## How can I make sure that my child has everything they need for the school day?

### Specific actions you could complete:

- Ask for a copy of your child's timetable and for what equipment is needed for each lesson.
- Create daily checklists so that the correct items are taken to and from school for each day's activities, and use diaries for organising homework. Colour coding by subjects can be helpful.
- If your child has particular difficulties with their organisational skills make sure that all staff are aware of this so that appropriate support can be put in place.

### Things which may be different due to COVID-19:

When schools return in September things will not be the same as they were pre COVID-19.

Staff and children will have to follow specific guidance with regard to cleanliness, physical contact, social distancing etc. Rooms may be set up in a different way than your child is used to.

### Things you could do:

As part of talking to your child about what they might find in going into the school again preparation can really help e.g.

- Prepare your child to see and meet people wearing protective masks; it is not a requirement that people do so but sometimes they may come across someone wearing a mask; especially if they use public transport or a school bus or taxi.
- If they have to wear a protective mask for getting to and from school show them how to take them off and put them on. If they are disposable reinforce what they have to do, if they are re-useable then establish a routine for them putting their mask in a clear plastic bag and where to store it.
- Reinforce hand washing techniques with them
- Show them how to socially distance but make sure that doesn't become a concern for them as there will be times that social distancing in a school or setting is difficult
- Teach and reinforce the "Catch it, Bin it, Kill it" approach so it is routine for them

You might find it useful to read the most up to date guidance from the DfE:

This first document applies to primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. It covers children with special educational needs and disability (SEND), including those with education, health and care plans, in mainstream schools.

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term>

This document relates to special schools, special post-16 institutions (SPIs) and other specialist education settings, such as hospital schools.

<https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings>

