

| Child's name | Transitional notes |
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| Zuzanna | <p>Worry monster – talk about concerns and what looking forward to at school</p> <p>Dress dolls in school uniform and take favourite doll from the setting on visit to school.</p> <p>Visit to classroom – whereabouts are the dolls? Accessibility? Does Zuzanna know where they are?</p> <p>Welcome bag/box about Zuzanna – photo of sister and her favourite dolls</p> <p>Arrange buddy time with her sister to talk about school and lunch times.</p> <p>Sister to provide support with communication. Sister to collect her to take her to the dining hall and collect her from the classroom at home time.</p> |
| Jasmine | <p>Worry monster – talk about concerns and what looking forward to at school.</p> <p>Visit to see the toilet in school – take photographs of the toilet to share in setting and at home.</p> <p>Where will the changing bag be? Availability? Who will be changing Jasmine? Photograph to share in setting and at home.</p> <p>Share books about toileting? Special signal for teacher to inform her that Jasmine needs the toilet possible</p> <p>Makaton sign? Special words for toileting?</p> <p>Interest box – to share this with teacher at transition visits and take to school on first day.</p> |
| Toby | <p>Worry monster – talk about concerns and what looking forward to at school.</p> <p>Transition visits to look at indoor and outdoor environments.</p> <p>Share opportunities for physical play inside – sweeping up?</p> <p>Share visual timetable for indoor and outdoor play.</p> <p>Observe PE in school hall.</p> <p>Superhero play? - dressing up costumes, comics, books.</p> |