

Transition Across Whole Life Course

Leadership reflection prompts

- How do we plan for transitions across the whole school day and across the whole educational journey?
- How do we identify children and young people who may need enhanced transition support?
- How early do we begin transition planning?
- How are children, young people and families involved in shaping transition support?
- How do we share information clearly, securely and in good time?
- How do staff prepare children for changes in routine, staffing, environment or expectations?
- How do we work with other settings, phases and professionals to support smooth handover?
- How do we review whether transition support has worked?

What you might notice in practice

- Children are prepared for changes before they happen.
- Staff understand which children may find transitions difficult and why.
- Transition information includes strengths, interests, support strategies and what matters to the child.
- Families know what will happen, when and who is involved.
- Receiving staff have the information they need before the child arrives.
- Visuals, visits, social stories, maps, photographs or transition books are used where helpful.
- Transition support is personalised rather than one-size-fits-all.
- Staff check how children have settled and adjust support if needed.



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Voices to listen to

Ask children and young people:

- Do you know what will happen next?..
- What helps you when something changes?
- Are there parts of the day or year that feel difficult?
- Do you know who will help you during a transition?
- What would help you feel more prepared?

Ask families:

- Were you given clear information in good time?
- Were your views and your child's views included in transition planning?
- Did staff understand what helps your child manage change?
- Did the transition plan help your child feel more settled?
- What could have been better?

Ask staff:

- Do we know which transitions are most difficult for children?
- Is information shared clearly and in time?
- Are transition plans practical and personalised?
- Do we review how well children settle after transition?

Useful leadership activities

- Map key transition points across the school day, year and phase.
- Review a recent transition case and identify what helped or could be strengthened.
- Gather family feedback after transition into the school, a new class or a new phase.
- Review the quality and usefulness of transition information shared between staff or settings.
- Use pupil voice to understand daily transitions that may create anxiety or barriers.
- Discuss with governors how transition planning supports attendance, wellbeing and inclusion.

Possible next steps

Leaders may want to identify:

- one transition process that works well;
- one transition point that needs more consistent planning;
- one way to strengthen child and family involvement;
- one way to review the impact of transition support.