



Department  
for Education

# **Getting children ready for reception**

**How schools and early years settings  
can work together with families to  
support transition into reception**

**April 2026**

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## Ministerial foreword

Giving every child the best possible start in life is fundamental to improving opportunity and life chances. The reception year plays a uniquely important role, marking children's transition into school while also representing the culmination of their early years education. It lays the foundations for future learning, wellbeing and success within the school system.

A positive, well-planned transition into reception helps children feel safe and confident to continue their learning. It supports communication and language development, social and emotional wellbeing, and positive engagement with learning. For some children, reception is their first sustained experience of an education setting, making the quality of transition arrangements particularly critical. Strong transitions enable children to make the most of the vital early weeks in reception, laying strong foundations for future success.

A crucial part of this is helping parents and carers understand what school readiness looks like in practice. Families often look to early years providers and schools for clarity and reassurance about what their child needs to thrive. When expectations are shared clearly, consistently and early, parents feel empowered to support their child's development and feel more confident about the move into reception.

Through our Plan for Change, we have set an ambitious expectation that 75% of children will reach a good level of development in the early years foundation stage (EYFS) profile assessment by 2028. Achieving this requires a strong focus on the early years, with reception acting as a vital bridge between early education and primary school.

This sits alongside our Best Start in Life programme, which is expanding access to high quality early education and childcare through Best Start Family Hubs and increased government funded childcare entitlements. We will also fund partnerships between early years settings and schools to share evidence-based practice and strengthen those key relationships to improve school readiness and enable even better transitions.

Together, these reforms strengthen children's early development and support smoother transitions into reception. This is why reception is a universal priority within the regional improvement for standards and excellence (RISE) programme, ensuring schools are supported to deliver high quality provision and effective transitions for every child.

This work sits at the heart of our Opportunity Mission, breaking the link between a child's background and their outcomes. High quality reception practice, delivered through strong collaboration between schools, early years providers, families, local authorities and wider partners, can make a significant difference, particularly for children who need additional support to thrive.

This document brings together practical insights from schools that are focused on getting transition right for children, families, feeder settings and the school – showing how strong

transition principles are put into practice through early relationships, community engagement and close work with early years settings. It also includes examples from early educators in early years settings, highlighting the important role they play in preparing children for reception and strengthening partnership working across the early years system.

This support forms part of the universal RISE offer, helping to strengthen the transition approaches into reception. It enables educators in all sectors to reflect on practice, strengthen partnerships and make evidence informed, child-centred decisions. I hope it inspires schools and early years settings to continue strengthening reception transition work, so every child has the strongest possible start to their school education and the best chance to succeed.

**Olivia Bailey**

*Minister for Early Education and Equalities*

## Introduction

There is currently limited national evidence on how schools and early years settings plan and deliver transition into reception. To address this gap, we adopted a case study approach to explore how transition is planned, delivered and experienced at a local level across a range of geographic and community contexts.

This document draws on the practice of 10 schools and 4 private, voluntary and independent (PVI) settings in England. The schools were selected for their sustained good level of development (GLD) outcomes, and their coherent, relationship-based approaches to transition. The PVIs selected are working closely with their Stronger Practice Hubs and are known by them to contribute successfully to transition into reception.

Despite a wide variety of school contexts and child needs, there were some consistent themes we heard from the case study schools and early years settings, along with specific examples of innovative practice we felt should be shared more widely. We identified 3 key themes prioritised by all the schools we spoke to, which were echoed in the examples from the early years settings: working closely with families, building strong partnerships with early years settings and identifying needs early.

It is also important to distinguish between 2 types of emerging need that educators identify. Some children show gaps in early readiness skills, such as toileting, communication or independence, because these children do not yet have the confidence or support needed to build these. These needs are typically responsive to clear expectations and early guidance. Others may show signs of underlying or emerging special educational needs and disabilities (SEND), where developmental differences are the primary cause of delay. Recognising this distinction early helps schools and early years settings offer the right type of support and hold transition conversations with families that are sensitive, reassuring and well informed. Together, the case studies illustrate how these principles operate in practice and are intended to help schools and early years settings strengthen their own transition arrangements in ways that respond to local needs.

Starting school is a significant milestone for children and families. The quality of transition arrangements shapes children's early experiences of education and their perceptions of school for years to come. As part of the early years foundation stage (EYFS), reception represents a key moment where principles of wellbeing, strong relationships, enabling environments and high quality, responsive teaching come together as children move from home or early years settings into school. Effective transition enables early identification of need and helps to establish consistent routines and rituals. High quality reception transition contributes to improved long term outcomes, including achieving higher GLD rates and reduced attainment gaps.

Effective reception transition also supports early development, particularly communication, language and social and emotional skills. Effective reception transition also strengthens parental engagement, behaviour and attendance – where we are losing

over 3 million more days in each primary phase year group (year 1 to year 6), compared to pre-pandemic levels. The proportion of children attending school every day drops as a child gets older. It is therefore key to instil strong habits of attendance in reception early.

A paper using the Connected Bradford dataset found that children who were not 'school ready' had increased odds of becoming persistently absent later in their education journey after controlling for covariates such as (SEND), English as an additional language, socioeconomic status, sex and ethnicity. Being not school ready was associated with even greater odds of being persistently absent over 2 or more years<sup>1</sup>.

Strong transition is especially important for children at greater risk of poorer outcomes, including those from disadvantaged backgrounds, children with SEND, and those with limited or disrupted early education experiences. Transition is a moment of change often bringing uncertainty, and without the right support they risk undermining children's confidence and early progress. Our SEND reform proposals emphasise the importance of early, coordinated and consistent support. Transitions into the reception year is a key moment to put this into practice for children with SEND and their families, helping to secure a positive, well supported and smooth start to their school journey.

Successful transition depends on joined up working between schools, early years settings, parents and carers, local authorities and wider partners to ensure an equitable start for every child.

## **Aim**

This strong practice document supports schools and early years settings (including PVI providers and childminders) to strengthen their approach to transition into reception by sharing examples of effective practice and practical considerations drawn from across the system. It is intended to help all educators involved in children's early education reflect on how they plan for, deliver and sustain high-quality transition arrangements that meet the needs of every child and family.

## **How to use this document**

This document is designed to support primary school leaders, setting managers, EYFS leads, reception teachers, and staff and teachers working in early years settings. It may also be helpful for parents and carers, special education needs coordinators (SENCOs), pupil premium leads and other professionals involved in supporting children as they move into reception. While education professionals are already familiar with what supports a successful start to reception, many parents are not. Parents often report wanting more information about the skills their children need, why they matter, and what to expect from the transition. Schools and early years settings are well placed to provide

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<sup>1</sup> [The relationship between 'school readiness' and later persistent absenteeism | Royal Society Open Science | The Royal Society](#)

clear, consistent guidance and reassurance, helping families feel confident and supported throughout the process.

Schools and early years settings can use this document to stimulate professional discussion, reflect on current practice and identify areas for further development. The case studies and examples included can support schools and early years providers to consider what might work in their own context, tailored to their community, children and staff, and to strengthen alignment across the transition pathway from early years settings or home into school.

## Summary of good practice

### **1. Lead with confidence, reassurance and meaningful relationships with families**

The strongest transition practice begins with meaningful relationships established over time. Schools that invest early in building relationships with parents and carers create the conditions children need to start reception confidently.

### **2. Build strong, trust-based partnerships with early years settings**

Children make the strongest starts when schools and early years settings work together as one professional community. When settings collaborate effectively, they create a seamless bridge for children as they move into reception.

### **3. View transition as a continuum of early education, beginning early but not prematurely**

Effective transition unfolds over time. The most effective schools use the period from offer day to September (or earlier through community outreach) to build familiarity and confidence through well sequenced transition activities, without creating unnecessary pressure on young children.

### **4. Keep children's wellbeing, belonging and early learning at the centre**

Effective transition practice should result in children feeling safe and motivated to return each day. Predictable routines, relationships and introducing learning gradually, at a pace children can manage, support a strong, equitable start to the reception year.

## Framework for effective transition into reception

Effective transition into reception is built on 3 essential foundations: working closely with families, deep partnerships across the early years system, and early identification of need and timely support.

- **Working closely with families.** Early, trusting relationships with parents and carers enable families to feel supported and confident, strengthening their ability to support their child's transition into reception, building a strong connection with the school and asking the questions that are important to them as a family. These close relationships build on those already formed in early years settings, helping families experience a

sense of continuity as their child moves into school. Schools and early years settings should share clear, consistent expectations with families, including practical information about what children will experience in reception and where parents can access support if needed.

- **Strong partnerships across early years settings and schools.** Open, respectful communication between schools and early years settings supports continuity, allowing children's existing learning and development to be recognised and built upon rather than restarted. This helps children feel secure and ready to learn in their new environment when they start school.
- **Early identification of needs and timely support.** Recognising and sharing information about children's emerging needs early enables teachers, whether in schools or early years settings, to plan appropriate support, remove barriers to learning and ensure children can access the curriculum from their first days in reception.

## Key messages for effective transition practice

- **Start early and think of transition as a continuum.** Transition is not a single event but an ongoing process that begins well before children arrive in reception. Engagement can begin from national offer day, or earlier, through community outreach and partnership with early years settings. As part of this early work, schools and early years settings should also take a targeted approach to reach children who may be more vulnerable or likely to need additional support. Early and proactive engagement of this kind helps all children, especially those who may face greater barriers, arrive more confident and ready to learn, with stronger outcomes for all.
- **Prioritise early relationship building with families and early years settings.** Establish strong, trusting relationships with families and key adults to understand children's backgrounds, strengths, preferences and cultural context. Consistency matters: having the same school and early years staff available across the transition period where possible helps build shared understanding across home, early years setting and school.
- **Make communication 2-way and practise active listening.** Use active listening to understand families' perspectives and circumstances, explain the rationale behind decisions, and show how feedback has informed practice. Clear, transparent communication builds trust and reduces anxiety. Give time to learn about the children from those who know them best – their family.
- **Use clear, strengths-based language.** Frame conversations positively while being honest about children's development. Align messages with what families have already heard and tailor communication style to support understanding, while keeping expectations consistent.

- **Plan purposeful, progressive transition activities.** Give each activity a clear, shared purpose (e.g. confidence building or familiarisation) and sequence them logically from offer day to September so children and families can build confidence over time. A shared calendar of transition activities across early years settings and schools can be helpful to families and ensures a coherent experience for children moving from early years settings into school.
- **Strengthen support for staff through focused continued professional development (CPD) and shared best practice.** Provide early years staff and teachers, whether in schools or early years settings, with dedicated time for professional learning, planning and collaboration, including opportunities to work with each other across settings. Joint CPD, networking and shared observations support alignment in expectations and help ensure that provision is set up to meet the full range of children's needs on day one.
- **Prioritise inclusion from the outset, across all settings.** Offer flexible communication and meeting formats, and actively follow up with families who may face barriers or limited engagement. Schools and early years settings should work together to support early identification of needs, enabling schools to put the right support in place and ensure equitable access to transition activities for every child.

# Chapter 1: Supporting families

## Building a partnership between school, early years settings and families

### Why relationships matter

For many families, particularly those who are more vulnerable or face additional barriers, starting school can bring a degree of uncertainty and worry. Effective transition therefore depends on prioritising connection, consistency and care across all settings involved. Building strong relationships with families early enables schools and early years settings to work together and support parents in preparing their children for reception. Many parents are unsure what skills their children need for a confident start to reception or why those skills matter, making clear, consistent communication particularly important. When schools and early years settings share insights, align expectations and build trust with parents and carers, children arrive more confident and ready to continue their learning. These early connections form the foundation for partnerships that can be sustained throughout a child's time in early education and throughout school.

### Face to face as the core approach

Clear, accessible communication with families is essential throughout the transition period. Welcome packs, digital platforms, transition timelines and diaries can help parents and carers understand routines, expectations and daily life in reception, but information should be shared in manageable amounts and without unnecessary jargon. Schools can also strengthen accessibility for families who speak languages other than English by using translation tools to share key information, offering translated materials where feasible, and involving bilingual staff or support workers during meetings to ensure families can fully participate in the transition process.

Across the school case studies, many used digital communication effectively to maintain familiarity over the summer. For example, videos, stories and optional activities helped children stay connected to staff and the school environment. Follow up phone calls with families provided reassurance and continuity, supporting children to start full time in September feeling settled and confident.

While digital tools and written communication play a valuable role, face to face communication remains the most equitable and accessible approach where possible. In person contact allows schools to respond immediately to questions or concerns and is particularly important for families who may not engage easily with written communication or where language barriers exist. Regular, informal interactions, such as staff being visible at the school gate, help strengthen relationships from the outset.

## **‘Getting in there early’**

Many schools begin building relationships well before offer day. Case studies describe early engagement through community outreach, conversations with parents and carers of young children, and contact with early years settings and childminders. Meeting families at local events, offering informal tours, or liaising with early years educators help establish partnerships long before formal transition activities begin.

At Carnforth School, this work starts up to a year in advance, with staff engaging younger siblings and local families by encouraging early nursery enrolment into their school-based nursery. As a result, by the time summer term transition events take place, families already feel known and supported, allowing schools to deepen engagement rather than start from scratch.

## **Relational approach**

Partnerships with families should be more than procedural; they should be grounded in respect and trust. A relational approach ensures parents and carers feel welcomed and part of the school community from the outset. Confidence is built through regular, meaningful interaction, ideally face-to-face, and by responding thoughtfully to specific parental concerns such as toileting, eating or separation anxiety. Listening carefully and explaining professional decisions clearly and sensitively helps reassure families and establish strong home-school relationships early on.

Both schools and early years settings play a key role in this. When early years educators and school staff listen carefully to families, acknowledge their expertise and explain professional decisions clearly and sensitively, families feel reassured and valued.

## **Case study: engaging families early at Evelyn Street Primary School**

### **School context**

Evelyn Street Primary School is a 1.5 form entry school with a reception intake of 45 children, serving a highly mobile and increasingly diverse community, with a high proportion of children learning English as an additional language.

### **Working closely with families**

Evelyn Street Primary School takes a proactive, inclusive approach to family engagement that begins well before children start school. Staff “get in there early”, reaching families from pregnancy through community events, outreach and local networks to build trust and gather information early. Clear, accessible information is shared through welcome packs, open evenings and online resources, helping families understand routines and expectations in manageable ways.

Central to the school’s approach is two-way communication. Families are regularly asked what additional support they need, fostering openness, confidence and partnership. Early conversations enable timely identification of needs and personalised transition planning, particularly for children with SEND or EAL.

Staff receive training in approaches such as Makaton, WellComm and Nuffield Early Language Intervention (NELI) to support language and communication, and ensure routines, visuals and expectations are consistent and clearly modelled. This early, relational work helps children and families feel known, supported and ready for a confident start to reception.

## **Case study: building a partnership with families at Carnforth School**

### **School context**

Carnforth School is a single form entry school serving a community experiencing significant socio-economic disadvantage, with a high proportion of pupils eligible for pupil premium and a reception cohort with particularly high levels of SEND, especially speech, language and communication needs.

### **Working closely with families**

Carnforth School places strong emphasis on building a partnership with families well before children start reception. Engagement begins prior to offer day through school tours and open events, helping parents and carers feel informed, welcomed and valued from the outset. Staff make it clear that families can ask any question and receive timely, reassuring responses.

Practical support is central to this relational approach. Staff sit alongside families to complete paperwork, explain processes and guide them through application systems, reducing anxiety and removing barriers to engagement. Clear communication about timelines, transition steps and expectations helps parents and carers understand what is happening and why, increasing confidence and a sense of belonging. This early, consistent engagement lays the foundation for strong home-school relationships that continue throughout the transition period and beyond.

By explaining timelines, transition steps and upcoming events clearly, the school reduces anxiety and improves confidence. Open lines of communication ensure parents and carers understand what is happening and why, creating a sense of belonging that strengthens community ties and home/school partnership. This early engagement lays the foundation for a collaborative relationship that continues through the transition process and beyond.

## **Parental anxieties and concerns**

### **Understanding the emotional landscape**

Parents and carers approach the transition into reception with varied emotions shaped by their own school experiences, expectations and circumstances. While some feel confident and connected, others may face separation anxiety, language barriers, wider family pressures or low confidence. Recognising and responding to this emotional variation is essential for building trust and supporting families effectively.

For children who attend early years settings, educators often have long-standing relationships with families and are well placed to surface early concerns, notice anxieties and begin reassurance long before school staff are involved. Sharing this insight

supports continuity and makes it easier for schools to respond sensitively when families begin interacting more closely with the school.

### **Dual transition: for children, parents and carers**

For many families, reception marks the first time a child attends a full school day, making it a significant emotional milestone. Alongside excitement and pride, parents and carers may feel apprehension about separation, change and the unknown.

Transition is therefore a **dual process**:

- children adapt to new routines, environments and relationships
- parents and carers manage changes in identity, expectations and responsibilities

Both schools and early years settings can help families make sense of these changes. When early years educators and reception staff offer consistent messages about children's development, independence and readiness, families feel more secure, promoting a smoother adjustment.

## **What this means for schools**

### **Build trust early**

Trust develops over time and should grow well before offer day through warm, repeated interactions that position parents and carers as partners. Effective transition activities also allow staff to gather meaningful information about children's needs, interests and strengths, helping to reduce parental anxiety before September.

Across the case studies, a clearly sequenced transition programme begins as soon as places are confirmed. This sustained approach builds familiarity and maintains trust across the summer into the start of term. Early years settings can complement this by preparing families for what reception looks and feels like, helping them anticipate change.

### **Visible leadership and relational presence**

Approachable, visible leadership helps reduce uncertainty and reassures families. For schools, this may involve regular presence at the school gate, community events and informal conversations, signalling openness and a mutual desire for partnership working with families. For early years settings, this can include open conversations about transition during collection times, reassurance about children's strengths and early signposting to school-led events. Together, these relational touchpoints signal openness, shared responsibility and a commitment to partnership working.

### **Acts of care that make a difference**

The emotional load of transition can be significant, particularly for families facing personal or practical challenges. Small, intentional acts of care acknowledge parents' and carers emotions and reinforce that transition is a shared journey. Thoughtful support helps reduce anxiety and establishes a positive start to reception.

## **Especially anxious parents and carers**

Some parents and carers experience heightened anxiety due to past negative experiences of school, cultural differences or personal circumstances. This may appear as reluctance to engage, over-concern about routines or fear of judgement. Early recognition, flexible engagement and empathetic reassurance help prevent disengagement and build trust for both parent and child.

Parent poll survey data highlights common sources of concern, particularly around independence and social skills. Around half of parents (51%) reported their child aged 4 could consistently use the toilet independently, while others required support or were not yet confident. Similarly, just over half (56%) reported they could reliably talk about how they feel and why<sup>2</sup>. These findings underline the importance of clear communication and reassurance around readiness and development.

While these data help explain the range of children's starting points, they also highlight the importance of *early action* from both early years settings and schools when working with families. Skills such as independent toileting, managing feelings, and following instructions are essential foundations for a confident start to reception. Schools and early years settings should therefore work together to provide clear, practical guidance to families well before September, helping parents understand what is expected and how to build these skills at home.

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<sup>2</sup> See published data tables for further detail [Parent Poll Wave 15: Childcare Use and Childcare Entitlement Expansion | Ipsos](#)

## **Case study: acts of care with ‘tea and tissues’ at Front Lawn Primary School**

### **School context**

Front Lawn Primary Academy serves a community experiencing significant socio-economic disadvantage, with high levels of pupil premium eligibility and SEND, and a reception intake drawn from both the school’s on-site nursery and a wide range of local early years providers.

### **Easing parental anxiety and concerns**

Front Lawn places strong emphasis on supporting families emotionally during the transition into reception. Every child receives a home visit before starting school, giving staff an opportunity to build relationships early. During these visits, each child is given a book bag containing 2 books – one to support early phonics learning and a picture book for families to share together, alongside a small packet of ‘ready confetti’ for children to place under their pillow to spark excitement about starting school.

In the early weeks of term, the EYFS lead also maintains a visible, welcoming presence at the school gate, greeting families daily and creating opportunities for informal conversation. This consistent contact helps parents and carers feel known, reassured and able to raise concerns early.

On the first day of school, parents and carers receive a small ‘tea and tissues’ bag containing a poem, a chocolate bar, coffee sachet and tissues. This gesture acknowledges the emotional significance of starting school and reinforces the school’s caring, relational ethos.

## **Case study: enhanced transitions that build family confidence at Winton Primary**

### **School context**

Winton Primary School serves a highly diverse community in King's Cross, with high levels of deprivation and a very large proportion of children learning English as an additional language. Most reception children transition from the school's nursery or a small number of local feeder settings.

### **Easing parental anxiety and concerns**

Winton's transition approach is highly individualised, with a strong focus on reducing parental anxiety and supporting children with SEND or additional vulnerabilities.

Early collaboration between the SENCO, designated safeguarding lead, key workers and external professionals enables needs to be identified and planned for well before September. Children with SEND are offered enhanced transition support, including extended visits, additional meetings with parents or carers and repeated opportunities to meet reception staff before the summer holidays.

The SENCO works directly with speech and language therapists, occupational therapists, social communication teams and family support workers to ensure continuity of care from day one. Interpreters are used where needed so parents and carers can fully participate in discussions. In one case, a child entering reception during an adoption process required tailored support. Staff provided early one to one meetings, daily communication and opportunities for the parent to observe. This relational approach eased parental anxiety and strengthened the child's confidence and engagement with school.

## **Case study: The Barn Nursery**

At the Barn Nursery School, once primary school allocations are confirmed, the setting takes additional steps to support families. The Barn Nursery prepares a clear, accessible document for parents and carers outlining which school children will be moving on to, and which peers will attend the same school. By facilitating these early introductions, the setting enables both children and parents to build relationships with peers, supporting confidence and strengthening the sense of community before term begins.

## Chapter 2: Deep reciprocal partnerships with early years settings and schools

Strong professional relationships between schools and early years settings are central to a high-quality transition into reception. Effective partnerships create continuity for children and families, reduce anxiety and ensure that reception builds on, rather than replaces, prior learning.

Of 3 to 4-year-olds registered for the universal entitlement that are not in a state-funded reception class, around 59% are in private and voluntary providers, 31% in state-funded primary schools and 3% in each of the following: state-funded nursery schools, independent schools and childminder care. The remainder (less than 1%) are in state-funded secondary schools and special schools. We estimate that around 90% of 3-4-year-olds not in reception are registered for the universal entitlement.<sup>3</sup>

Evidence from the school leaders omnibus survey shows that most primary schools already engage in some transition activity with early years settings. The majority request information on children's development (86%) and visit early years settings before children start reception (85%). However, fewer schools report sharing school readiness resources (35%), assigning a dedicated key worker for each child (20%) or assessing children's development (19%), suggesting scope to strengthen partnership working<sup>4</sup>.

### Meaningful partnerships

A successful transition begins well before children arrive at school. The strongest practice, seen across both early years settings and receiving schools, is built on deep, sustained partnerships grounded in shared responsibility rather than simple information transfer. These partnerships move beyond paperwork: staff share resources, engage in joint professional development to align expectations, and spend time observing children in their familiar nursery environment. By drawing on the expertise and detailed knowledge that early years educators hold about each child, schools can plan with greater precision. This collaborative approach supports a smoother, more confident start for every child entering reception.

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<sup>3</sup> All 3 and 4-year-olds are entitled to receive 570 hours of government-funded early years provision a year. The universal entitlement for all 3 and 4-year-olds aims to support child development and school readiness. Children (mainly 4-year-olds) in a state-funded reception class are considered to be registered for the universal entitlement (379,300 children or a third of all 3 and 4-year-olds registered for the universal entitlement); these children are not entitled to receive additional hours of early years provision as the universal (and working parent) entitlement is considered to be met through the reception class provision. 3 to 4-year-olds who are not in reception but in early years provision in schools may be attending school-based nursery classes, which are part of state-funded schools and reported through the school census. This is why children who are not in reception still appear in the "schools" provider category.

<sup>4</sup> School Leaders Omnibus Survey [School and college voice: June 2025](#)

## **Why collaboration matters**

Well established collaboration with early years settings supports children to start reception with greater confidence, emotional security and familiarity with school routines. Families are reassured when they see clear alignment between their child's early years setting and school, while early partnership gives staff a more holistic understanding of each child, strengthening provision from the outset.

## **Supporting children with additional needs**

Close collaboration between early years settings and schools is particularly important for children who may face barriers to a confident start in reception, including those with identified or emerging SEND and speech, language or communication needs. When information is shared early and transition planning is coordinated in advance, appropriate support can be put in place from day one, reducing disruption and supporting quicker settling and engagement in learning.

Planning ahead for the specific needs of each cohort ensures that reasonable adjustments, medical arrangements, environmental adaptations and additional resources are in place from the outset. This is strengthened through communication with SENCOs, external professionals and adults who know the children well, alongside practical transition strategies such as preschool visits, visual supports and consistent communication approaches.

For example, at Ilsham Church of England Primary, leaders reviewed the incoming reception cohort's needs in June and acted proactively to ensure support was in place ahead of September. Staff also enhanced reception provision through visits to a local special school and by undergoing training in total communication. This enabled staff to identify the elements of support that were crucial from the very start of reception and to ensure that nothing essential was missing, recognising that even small gaps could significantly affect the transition experience of more vulnerable children. By adapting provision ahead of September and communicating plans clearly to families, the school ensured that children began with a strong, secure foundation.

## **Building strategic, year-round partnerships**

Effective transition into reception depends on strategic, reciprocal partnerships between schools and early years settings that are sustained throughout the year. Partnerships rooted in mutual respect, shared responsibility and regular communication support consistency for children, enable earlier understanding of need and create more coherent transition experiences when adults work as a connected community.

In practice, Evelyn Street demonstrates how trust-based relationships with local early years settings strengthen transition. Staff visit every feeder nursery to meet key workers and observe children, gathering rich insights to inform planning. Nursery educators are invited to accompany children to stay and play sessions, supporting continuity and easing

anxiety. The school also works collaboratively with settings through Ofsted preparation, shared projects and EYFS Hub<sup>5</sup> resource development, creating a shared culture and aligned expectations that support effective transition planning.

## **Case study: collaborative transition planning with feeder nurseries at The Oaks Primary School**

### **School context**

The Oaks Primary School serves a community experiencing socio-economic disadvantage and admits 60 reception pupils each year from a wide range of early years providers, with high levels of SEND, particularly speech, language and communication needs.

### **Working with early years settings**

With 15 feeder nurseries, varied provision and differing approaches, proactive partnership working is essential at The Oaks Primary. Following national offer day, the early years lead holds an initial conversation with each setting about every child due to start reception. Where uncertainty or emerging needs are identified, additional meetings are arranged, often involving parents and carers, nursery educators, class teachers and the SENCO, to ensure shared understanding and early planning.

Transition booklets are shared digitally and in hard copy with all feeder settings, many of which use them in book corners or with families to help children familiarise themselves with the school environment. Over time, trust-based relationships have enabled open, honest dialogue about routines, behaviour and effective strategies. In some cases, nurseries have adopted elements of the school's behaviour approaches after seeing their impact.

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<sup>5</sup> Evelyn Street Primary is a strategic partner of one of the region's 2 Early Years Stronger Practice Hubs (Liverpool City Region and Beyond). This EYFS hub is part of a DfE funded national network supporting early years settings [LCR Beyond Early Years Stronger Practice Hub - Evelyn Street Primary Academy and Nursery -](#)

## **Case study: shared training across schools and nurseries at Thornton Dale Church of England Primary School**

### **School context**

Thornton Dale Church of England Primary School is a small rural school in North Yorkshire serving a dispersed community, with a reception cohort drawn from a wide range of early years settings and a relatively high proportion of pupils identified with SEND.

### **Working with early years settings**

With children joining reception from many different nurseries and childminders, Thornton Dale Church of England Primary School places strong emphasis on building shared understanding across the local early years community. The school regularly hosts enrichment activities for childminders and nurseries, including drama productions, dance workshops and forest school sessions, creating opportunities for children to become familiar with the school environment and staff.

Leaders also offer CPD events, some led by early years specialists, to strengthen alignment around effective practice, expectations and readiness for school. This collaborative approach helps promote continuity in children's experiences as they transition into reception.

Ahead of entry, staff also gather transition reports and engage in detailed conversations with educators from each setting. These discussions enable teachers to develop a clear understanding of children's prior experiences, strengths and areas for support, supporting early planning and a confident, well-informed start to reception.

## **Case study: Kids Planet Wallasey**

At Kids Planet Wallasey, early years educators work closely with receiving schools to ensure continuity for children. Where parents request it, children are grouped with peers going to the same primary school, helping established friendships carry into reception. Reciprocal visits strengthen these partnerships: children explore their new classrooms and outdoor areas, while reception teachers observe them in the nursery. These early connections give both settings a shared understanding of each child's needs and support aligned transition planning.

### **Case study: Abu Bakr Nursery**

Abu Bakr Nursery also prioritises proactive collaboration. Once allocations are confirmed, staff contact receiving schools and arrange transition visits to familiarise children with new spaces and adults. For children with additional needs, the nursery works closely with the receiving school and leads multi-agency meetings, so strategies and support plans are shared early, ensuring continuity and enabling schools to prepare appropriate adjustments from day one.

## Chapter 3: Transition as an all-year process

### Transition as a long-term process

Transition into reception should be understood as a long term, multi-stage process that begins well before children start school or move on from their early years setting and continues across the year. While offer day marks an important milestone, it should not be seen as the starting point. Instead, it signals the moment for *deliberate*, early engagement with the incoming cohort. Starting early gives schools, early years settings and families time to align expectations, identify the support some families may need, and work collectively to prepare children well before September. Schools that use the period from offer day through to September as an active transition window, rather than a waiting period, are better placed to support confident, secure starts in reception.

### Why the summer term matters

The summer term provides a crucial window for both schools and early years settings to establish strong foundations for settling, attendance and engagement in reception. Used intentionally, it acts as a structured runway into school, allowing children and families to build readiness over time. Transition is most effective when the period from offer day through the early weeks of September is treated as a coherent, well sequenced process rather than a series of isolated events.

Evidence from the school leaders omnibus survey shows that schools use a range of established approaches during this period, most commonly taster sessions before entry (87%), alongside requesting information from early years settings (86%) and visiting settings prior to children starting school (85%)<sup>6</sup>.

In practice, North Baddesley Infants School demonstrates the strong impact of strategic use of the summer term. The school tracks attendance at transition events to identify families who may need additional contact, offers sessions at varied times to improve accessibility and uses careful monitoring to close gaps where information or engagement may be missing. This targeted, data informed approach has been particularly effective in identifying harder to reach families early and shaping support around their needs.

### Key priorities for the transition window

A well-planned transition window should enable schools and early years settings to:

- Establish clear and consistent communication with families early

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<sup>6</sup> For a full breakdown of reported summer term transition activities, see Figure 13 in the School Leaders Omnibus Survey [School and college voice: June 2025](#)

- Create multiple opportunities for children to become familiar with their new school environment, routines and key adults
- Use early information to plan staffing, provision and support
- Identify emerging needs, including SEND and begin appropriate planning
- Support children’s practical readiness for reception
- Strengthen parental confidence and reduce anxiety

## **Impact of early and consistent action**

Early, intentional engagement from both schools and early years settings support stronger starts in reception. Schools that implement a well sequenced programme of communication, relationship building, and early assessment enable children to settle quickly, parents and carers to feel informed, and learning to begin from day one. Coordinated actions across the summer term build momentum and demonstrate that families’ wellbeing and experiences are valued throughout the transition.

At The Oaks Primary<sup>7</sup>, staff engage with parents and carers early and respond proactively to concerns such as toileting, behaviour and speech development. Practical support, including guidance on toileting routines and reducing prolonged dummy use, helps address barriers before children start school. Parents and carers frequently express appreciation for this early, hands-on support, often well in advance of September.

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<sup>7</sup> The Oaks Primary School is a strategic partner of the East of England’s Stronger Practice Hub. This EYFS hub is part of a DfE funded national network supporting early years settings.

## **Case study: a carefully sequenced transition programme at North Baddesley Infant School**

### **School context**

North Baddesley Infant School is a 3-form entry infant school with a nursery, serving a socially mixed community and achieving consistently strong attendance and outcomes.

### **Summer term transition activities**

North Baddesley uses a carefully sequenced programme of transition activities across the spring and summer terms to build familiarity, confidence and emotional security. Children begin with an outdoor stay and play session, followed by an indoor stay and play across the reception classrooms, helping families understand the school's free flow model. A "teacher reveal" video shared via Tapestry supports early connection and is frequently revisited by children and families.

As the summer progresses, children attend small group classroom visits with their parents and carers before taking part in a transition morning without them present. Nursery educators join this session as a supportive bridge, particularly for children who may be more vulnerable or anxious, while parents and carers attend a coffee morning onsite to remain close by.

Throughout the summer, children receive a scrapbook challenge, a personalised postcard and recorded story videos from reception teachers. These meaningful touchpoints maintain connection over the holidays and support familiarity with adults, routines and texts ahead of September.

## **Case study: family-focused transition support at Kings Heath Academy**

### **School context**

Kings Heath Academy serves a highly mobile and diverse community in Northampton, with most reception children transferring from the school's own nursery and a minority having not attended an early years setting.

### **Summer term transition activities**

Once admissions lists are received in early June, families are contacted individually and invited to a welcome meeting. Sessions are offered at different times to maximise attendance, with additional one-to-one meetings arranged where needed. Families receive a comprehensive welcome pack and a clear timetable of transition activities, and staff support parents and carers to set up Class Dojo so regular communication begins immediately.

All new reception pupils are offered home visits, including those already attending the school's nursery. These visits allow staff to complete induction paperwork, discuss individual needs and build strong relationships with families in familiar surroundings.

The transition programme also includes a Teddy Bears' Picnic, providing a relaxed, informal opportunity for families to meet staff and one another. A series of stay and play sessions follow, with parents and carers initially accompanying children before gradually stepping back as confidence and independence grow.

As part of the David Ross Education Trust, the school also benefits from a strong culture of shared learning and reflective practice, drawing on ideas and expertise from across the trust to further strengthen its transition offer.

## **Case study: building familiarity using games and play**

### **Kids Planet Wallasey**

At Kids Planet Wallasey, transition is treated as an ongoing process woven throughout the year. Educators use playful, child-led approaches to help children understand what starting school will be like, introducing books and simple games that explore feelings and build familiarity with new routines. Role play and other imaginative activities linked to school life give children space to rehearse what to expect and build confidence through play. Group discussions and carefully planned activities further encourage children to express their feelings and expectations, helping them develop a sense of readiness and familiarity well before the move into reception.

### **Goosehill Private Nursery**

Goosehill Private Nursery similarly prepares children gradually by introducing elements of school life into role play areas including school uniform, registers and gym bags. A “schoolgirl” puppet named Georgia supports children’s curiosity and helps children ask questions about school. Early years teachers also gather children’s reflections particularly after school visits to help them process their experiences and build confidence ahead of their transition.

## **Home visits**

### **Why home visits matter**

Home visits are a well-established and effective part of reception transition. They allow staff to meet children and families in a familiar setting, helping to build positive relationships before school begins. Observing children at home can also reveal strengths, interests and emerging needs that may not be evident in formal handover information. Reflecting their value, evidence from the school leaders omnibus survey shows that over half of primary school leaders (57%) use home visits to support transition into reception, and they remain a significant feature of many schools’ transition arrangements<sup>8</sup>.

When planned well, home visits make a meaningful contribution to a smooth start to school. Many schools carry out visits before the summer break, enabling early relationship-building with the information gathered informing induction planning. This can help ensure that support plans, referrals or reasonable adjustments are put in place before children start, avoiding unnecessary delays. While approaches vary by context,

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<sup>8</sup> School Leaders Omnibus Survey [School and college voice: June 2025](#)

visits are most effective when they are purposeful and relational rather than treated as a routine task.

High-quality home visits help to build trust with families, reduce anxiety for both children and parents, and give staff a richer understanding of each child. This is particularly important for children with SEND, for whom meeting their teacher in a familiar environment can support early connection, reduce anxiety and help relationships develop before entering the classroom.

Home visits also provide opportunities to offer practical advice to parents and carers, including support with toilet training and sleep routines, with a focus on readiness for school. By meeting families on their own terms, in environments where children feel secure, schools can establish strong foundations for partnership working.

Evidence from the parent poll underlines the importance of this practical support. Only around half of parents said their 4-year-old can consistently use the toilet independently (51%) or talk about how they feel and why (56%), compared with much higher confidence in play-based behaviours such as showing curiosity about their surroundings (81%), enjoying drawing, painting and building with blocks (79%), or engaging in imaginative play, puzzles and games (76%). Parents most reported needing additional support with relationship skills (41%), followed by listening and following instructions (34%), eating and nutrition (30%), learning and play (25%) and toilet training (24%)<sup>9</sup>.

At Carnforth School, this need is addressed through a combination of nursery visits and home visits for every child, including those who attended the school's own nursery. These visits enable early identification of emerging needs, including SEND, and provide a dedicated space for families to share any concerns or worries. Staff make full use of the senior leadership team including the SENCO so parents and carers feel heard, and so support and provision can be planned promptly where needed. The school draws on all available information from nurseries, parents and initial observations to build a clear picture of each child's strengths and needs before September. Complementing this, each child also receives a simple transition pack during the home visit, including a school cap, mark making materials and a social story booklet with photos of the classroom, outdoor areas and key adults, to support familiarity ahead of starting reception.

### ***Purposeful practice***

The strongest practice recognises that the value of home visits lies in the quality of the experience. This includes how visits are structured, who attends, what is prioritised during the visit, and how the information gathered is used to support children from the first day of reception.

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<sup>9</sup> [Parent Poll Wave 15: Childcare Use and Childcare Entitlement Expansion | Ipsos](#)

Effective practice considers:

- The purpose of the visit and what staff are seeking to understand about the child and the family
- Who should attend and how roles are shared
- How the visit is structured while remaining flexible and child centred
- How information gathered is recorded, shared appropriately and used to support the child's transition into reception

### ***Different approaches to home visits***

Schools use a range of approaches to home visits as part of reception transition, reflecting local context, capacity and cohort need. There is no single model that fits all settings. Effective practice is characterised by a clear purpose, a strong relational focus and thoughtful follow up that ensures visits meaningfully inform transition planning.

### ***Universal home visits***

Some schools offer home visits to all children starting reception. This approach supports equity by ensuring every family has an early opportunity to build a relationship with school staff and means consistent information is gathered across the cohort.

### ***Targeted home visits***

Other schools prioritise home visits for children and families who may benefit most. This may include children with SEND or emerging needs, those who have not previously attended an early years setting, children eligible for free school meals, families experiencing vulnerability, or children showing higher levels of anxiety about starting school.

A targeted approach allows schools to focus time and capacity where impact is likely to be greatest. Where this model is used, it is important that criteria are clear and reviewed regularly, and that alternative opportunities for relationship building are offered to families who do not receive a home visit.

### ***Enhanced school-based alternatives***

In some contexts, home visits may not be feasible due to workload, safeguarding, resourcing or local circumstances. Where this is the case, schools should develop enhanced school-based transition activities that achieve similar relational benefits.

When using school-based alternatives, schools should consider how flexible, welcoming and accessible these opportunities are, and how effectively they enable staff to understand children and families. Schools are encouraged to reflect on how these approaches sit within their wider transition strategy and how they support effective partnership working between home, early years settings and school.

## **Case study: a 3-point transition model at Ilsham Church of England Primary**

### **School context**

Ilsham CofE Primary is a small, one form entry school in Torquay serving a diverse community, with children joining reception from a wide range of early years settings and a growing proportion identified with SEND.

### **Home visits and transition practice**

Ilsham uses a 3-point transition model – home, preschool and school, to develop a rounded understanding of every child and support a highly personalised start to reception. All children receive home visits during May and June, allowing staff to build trust with families, understand home contexts and observe children in familiar surroundings.

Alongside this, the reception teacher holds transition meetings with every feeder setting and visits settings directly to observe children, particularly those with SEND or additional needs. For these children, the reception teacher and SENCO also visit preschools to learn from effective strategies already in place. This collaborative approach values the expertise of early years educators and enables the school to mirror or adapt provision from day one.

## **Case study: ongoing home visits at Caedmon Community Primary**

### **School context**

Caedmon Community Primary serves a diverse community, with high levels of additional needs and EAL, and a strong emphasis on inclusion and belonging reflected in consistently high attendance.

### **Home visits and transition practice**

Caedmon uses a flexible, child centred approach to transition to ensure every child and family feels known and supported. For children joining from external early years settings, staff carry out nursery visits during the summer term, meeting both the child and key worker to gather information about strengths, interests and potential barriers.

Where children are not attending an early years setting, staff arrange home or community visits to meet families in familiar environments. In one instance, a visit took place in a parent's art studio, which also served as the child's learning space. This adaptable approach ensures no child is left unsupported.

## Chapter 4: Ensuring children want to keep coming to school

### Why the first weeks matter

The first weeks of reception are crucial in shaping children's attitudes to school and establishing positive attendance patterns. Even in the earliest stages of school, less than half of those who miss 15-20% of sessions return to regular attendance next year, and less than a third of those who miss more than that<sup>10</sup>. Children settle most successfully when early experiences prioritise emotional safety and strong, nurturing relationships. Schools should feel confident in placing relationship building at the centre of this period, with adults using play, stories, conversations and shared routines to help children feel secure.

Both schools and early years settings (including childminders) play an important role in this. They can begin preparing children for this transition well before the summer, helping children understand what school life looks and feels like, while schools can build on this by offering warm, predictable and relational experiences from day one.

### Transition beyond day one

Transition into reception continues well beyond the first day or week. The early weeks shape children's confidence, relationships, independence and long-term attendance. To support this, schools, group-based settings and childminders should work together to ensure continuity wherever possible, aligning expectations, language, routines and approaches so that children experience a smooth, predictable start.

Within schools, the early weeks should focus on consistent routines that children can quickly master. Opportunities for supported independence, combined with warm, specific feedback, help reinforce positive behaviour and emotional security. Aligning transition activities closely with everyday classroom routines also supports quicker settling and avoids unnecessary changes that could undermine children's sense of safety.

For early years settings, this period offers opportunities to maintain contact with families, answer questions, and reassure children as they adjust to school. Many families continue to lean on the educators they know best during this time, and group-based settings and childminders can play a valuable role in reinforcing consistent messages about routines, attendance and confidence.

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<sup>10</sup> [Year-on-year change in pupil attendance](#)

## **Building on familiar learning experiences**

Most children starting reception will already have experience of adult led learning in their early years settings. As they adjust to a new environment in the early weeks of September, it is important that familiar learning experiences continue in ways that feel manageable and supportive. Short, purposeful adult led moments, such as phonics, early mathematics and shared stories can be woven into everyday routines and play based contexts. This approach supports continuity, builds confidence and enables early success while children settle. Rather than pausing learning during transition, effective practice builds thoughtfully on what children already know and can do, offering age appropriate, low pressure opportunities that encourage engagement without overwhelming them.

## **Supporting children with special educational needs and emerging needs**

Early identification of SEND or emerging needs should begin early in early years settings, where educators often know children and families well. Through careful observation, ongoing assessment and close dialogue with parents and carers, group-based settings and childminders play a crucial role in recognising early signs of need and sharing this information with receiving schools. This early insight helps ensure that support can be planned proactively, rather than reactively, as children move into reception.

Effective approaches across schools include reasonable adjustments, targeted adult support, visual scaffolds and consistent modelling. Schools have clear statutory duties to anticipate and remove barriers. Under the Equality Act 2010, they must make reasonable adjustments for disabled children, so they are not placed at a substantial disadvantage. Likewise, the EYFS statutory framework requires providers to meet the individual needs of all children and to put in place appropriate arrangements for children with SEND. It is crucial that this support is available from the outset.

In practice, enhanced transition support can make a significant difference. At Winton Primary, staff organise extended visits, additional meetings with parents or carers, and repeated opportunities for children to meet their reception adults before the summer holidays. The SENCO works closely with external professionals including therapists, social communication teams and family support workers. Where needed, interpreters are used so parents and carers can fully participate in discussions.

## **Strong relationships with key adults**

Strong relationships with key adults are central to successful reception transitions. Prioritising consistent staffing in reception where possible, regular emotional check ins and a nurturing culture helps ensure that children have a secure base from which to learn and explore. Identifying a key adult who knows the child well, understands their individual needs and works closely with families can further support emotional security, particularly for children with additional vulnerabilities. These trusting relationships enable adults to

notice any early signs of anxiety or difficulty, respond sensitively and provide timely support during transition.

## **Purposeful, language-rich environments**

Purposeful, language-rich environments support children's learning, independence and social development. Well designed spaces encourage safe exploration, choice and sustained play, while creating frequent opportunities for high quality adult-child interaction. Through intentional modelling, open questioning and shared dialogue, adults extend children's vocabulary, communication and thinking. Clear routines, accessible resources and visual supports further promote confidence and self-regulation during the transition into reception.

These environments also build on the strong foundations already established by many group-based settings and childminders, where children encounter rich language, consistent routines and thoughtfully organised provision from the earliest stages. By mirroring these approaches and offering continuity, schools help children feel familiar and confident as they move into their new setting.

At Thornton Dale Church of England Primary School, literacy and maths are embedded naturally into daily routines, stories and classroom provision, enabling children to encounter language and number in meaningful contexts. Staff consistently model rich vocabulary, problem solving and resilience, reinforcing these skills across everyday interactions.

## **Avoiding a 'double transition': why it matters for children**

Schools should take care to avoid creating a 'double transition' through prolonged staggered starts or extended part time arrangements. While often well intentioned, these approaches can increase uncertainty, disrupt the formation of secure attachments and delay the establishment of consistent routines. This is particularly important for children moving from an early years setting into reception, who are often ready for a clear and confident step into full time school. When attendance is delayed or inconsistent, this consistency can be undermined just as children are ready to settle.

Evidence from case study schools suggests that shorter, well structured settling in periods of up to 2 weeks, with clear expectations and full engagement are more effective. In most case study schools, children attended reception full time from day 3 in September.

It is also important to set clear expectations around the timing of home and nursery visits. Some schools carry out these visits in September due to staff availability before class responsibilities begin; however, this can unintentionally prolong the transition period, delay children's full start, and create practical challenges for working families.

Completing visits after term has begun can also make it harder to identify concerns early enough to plan personalised support, resulting in reactive rather than proactive provision. Ensuring that home and nursery visits take place before the start of term where possible supports timely planning, enables earlier identification of need and helps children enter reception with confidence and continuity.

## **The power of peer relationships**

Strong peer relationships play a vital role in children's emotional security, motivation and engagement with school. Creating early and frequent opportunities for children to form friendships through mixed group play, collaborative activities such as circle games and name songs as well as shared experiences helps build a sense of belonging and supports confident participation in learning from the outset.

## **Responsive adaptation in the early weeks**

The early weeks of reception should focus on close observation and responsive adjustment. Teachers should monitor children's engagement, play behaviours and emotional responses, using these insights to refine routines, provision and support. Alongside this, schools should establish daily reading and phonics from the start of reception and introduce handwriting early in reception, in line with published guidance<sup>11</sup>. Early handwriting teaching should focus on accurate letter formation, building automaticity in handwriting and spelling, and sequencing practice to avoid overloading working memory. Short, high quality sessions that prioritise fluency over length help children master transcription, while oral composition supports sentence development as they build these foundational skills.

As children settle, timely, flexible adaptations, such as reconfiguring learning areas, adjusting expectations or incorporating fine motor and letter formation activities can further reduce barriers to engagement and support deeper, more sustained play. At Caedmon Community Primary, staff reworked the classroom layout during the October half term after noticing low engagement in one area. Replacing a 'technology and understanding the world' zone with a larger creative and construction area led to immediate improvements in collaboration and sustained play.

## **Supporting emotional regulation**

Schools should prioritise children's emotional regulation during the transition into reception, recognising it as foundational to wellbeing, engagement and learning, through responding sensitively to children's needs and offering reassurance when challenges arise. Adults can helpfully share picture books that explore the feelings one may have when things are new, and they can help children develop ways of managing big feelings through modelling and discussion. This supportive approach reduces the risk of overwhelm for children, particularly in the first term of school.

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<sup>11</sup> [The writing framework](#)

# Annex A: Details of case study schools and early years settings

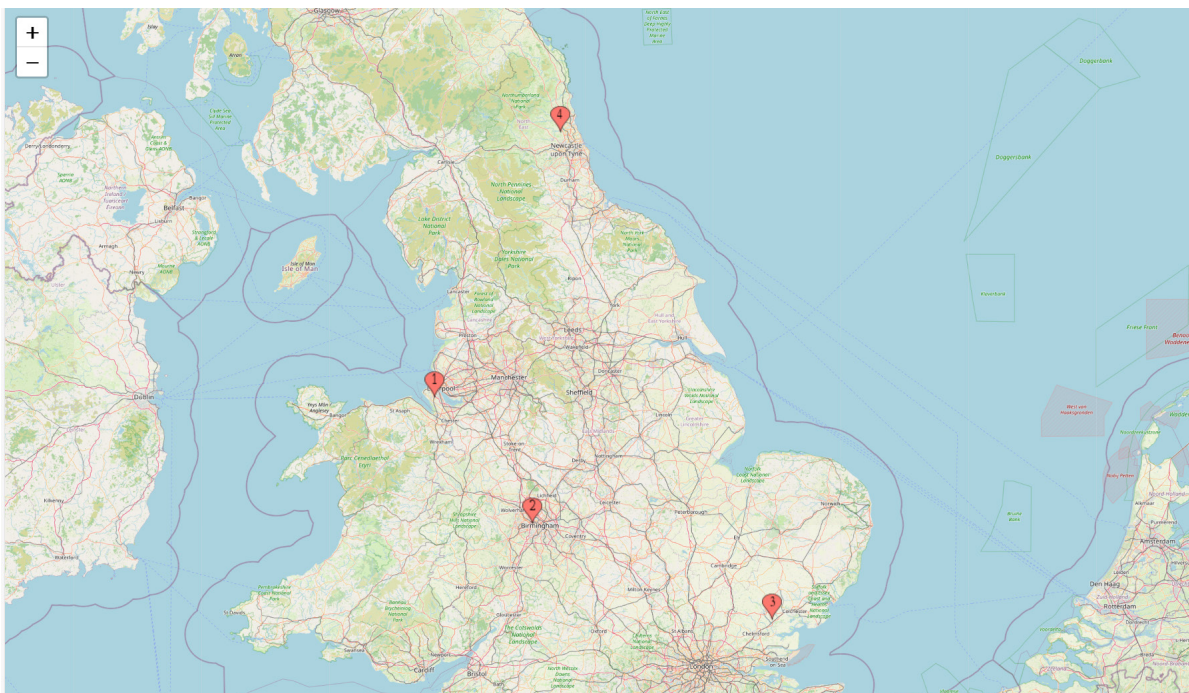
Figure 1: map showing location of case study schools



**Table 1: details of case study schools**

<b>Map ID</b>	<b>Name</b>	<b>Unique Reference Number</b>	<b>Government Office Region</b>	<b>Local Authority</b>	<b>Trust</b>
1	Caedmon Community Primary School	108380	North East	Gateshead	NA
2	Carnforth School	143416	West Midlands	Worcestershire	The Black Pear Trust
3	Evelyn Street Primary Academy and Nursery	143064	North West	Warrington	Warrington Primary Academy Trust
4	Front Lawn Primary Academy	139273	South East	Hampshire	The Kemnal Academies Trust
5	Ilsham Church of England Academy	137304	South West	Torbay	Learning Academy Partnership South West
6	Kings Heath Primary Academy	140414	East Midlands	West Northamptonshire	The David Ross Education Trust
7	North Baddesley Infant School	115875	South East	Hampshire	NA
8	The Oaks Primary School	141842	East of England	Suffolk	Asset Education
9	Thornton Dale Church of England Primary School	147763	Yorkshire and the Humber	North Yorkshire	Elevate Multi Academy Trust
10	Winton Primary School	100428	London	Islington	NA

**Figure 2: map showing location of case study early years settings**



**Table 2: details of case study early years settings**

Map ID	Name	Unique Reference Number	Government Office Region	Local Authority
1	Kids Planet Wallasey	2509141	North West	Wallasey
2	Abu Bakr Nursery	EY435188	North West	Liverpool
3	The Barn Nursery School	EY490758	East of England	Essex
4	Goosehill Nursery	301760	North East	Northumberland

## Annex B: Acknowledgements

We would like to thank the 10 case study schools recognised for excellence in reception transition practice for their involvement in this project. We would also like to thank the 4 participating early years settings for their invaluable involvement in this project.

Collectively, their insights, experiences and examples of practice have played a crucial role in shaping this strong practice transitions document, offering a richer understanding of the principles and approaches that support a positive, secure start to school. We are grateful for their commitment to collaboration and their generosity in sharing practice that benefits children, families and the wider education community.

### Participating schools

- Caedmon Community Primary School
- Carnforth School
- Evelyn Street Primary School
- Front Lawn Primary School
- Ilsham Church of England Primary School
- Kings Heath Academy
- North Baddesley Infant School
- The Oaks Primary School
- Thornton Dale Church of England Primary School
- Winton Primary

### Participating PVIs

- Goosehill Nursery, Northumberland
- Abu Bakr Nursery, Walsall
- Kids Planet, Wallasey
- The Barn Nursery School, part of REACHout EYSPH



Department  
for Education

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