How to create a ‘My New Classroom / Setting’ document to share with children and parents / carers.

**Why?**

* This is to support children with SEND to make successful transitions into new settings or year groups.
* This can also be used to support children at home to make successful transitions into schools or settings.
* This is beneficial because children will be able to look at photographs with their parent / carer over a long period of time to make the new setting, staff and routines more familiar.

**You will need:**

* To decide which statements you want to add, remove or alter.
* To take a photograph to go with each statement.
* To share the document with the child and parents / carers.

**How?**

* Adapt the document or create a similar document to share with the child and parents / carers.
* Where possible support the child(ren) to take the photographs when they are visiting their new learning environment.
* Social Stories can also be a useful transition tool for child(ren) with SEND.
* Videoing a ‘walk though’ of the school or setting can also be a useful way share information with the child and parents / carers.

*Child’s name*’s new setting / classroom.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| I will wear add dress code in add setting / year group. | My Mum / Dad / Carer will bring me to add setting / year group. | I will bring my bag / lunchbox / book bag in add setting / year group. |
|  |  |  |
| I will come into setting / school through this gate in add setting / year group. | I will go through this door to add setting / year group. | This will be my cloakroom in add setting / year group. |

*Child’s name*’s new setting / classroom.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| This will be my peg in add setting / classroom. | This is my classroom / setting in add setting / classroom. | This will be my key worker / room manager / teacher - *Mr / Mrs / Miss* |
|  |  |  |
| This will be my practitioner / teaching assistant - add name. | I can play with add favourite toy in add setting / classroom. | I can sit in the soft / calm space in add setting / classroom. |

*Child’s name’s* new setting / classroom.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| I can play in the *favourite area* in  add setting / classroom. | My friends will be with me in add setting / classroom. Note – check photo permissions. | This is where I will go to the toilet in add setting / classroom. |
|  |  |  |
| This is where I will wash my hands in add setting / classroom. | This is where I will eat my lunch in  add setting / classroom. | I will play outside in this playground in add setting / classroom. |

*Child’s name’s* new setting / classroom.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| I will have a PE kit in add year group. | In add year group, I will do PE in the hall. | In add year group, I will go to assembly in the hall. |
|  |  |  |
| My Mum / Dad / Carer will collect me from school in add setting / classroom. |  |  |

**Things to note:**

**This is part of the Transition Toolkit.**

1. HS How to support transitions into new settings or year groups (Early Years)
2. T Celebratory Profile
3. T How to create a ‘My New Classroom / Setting’ document to share with children and parent / carers
4. 4.1 T How to support transition into a PVI or Childminder

4.2 T How to support transition into Nursery

1. T How to support transition into Reception
2. T How to support transition into Year 1

**Evidence base – informed by**

Author “Title” Resource type YYYY