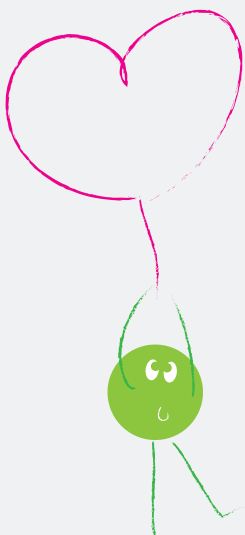
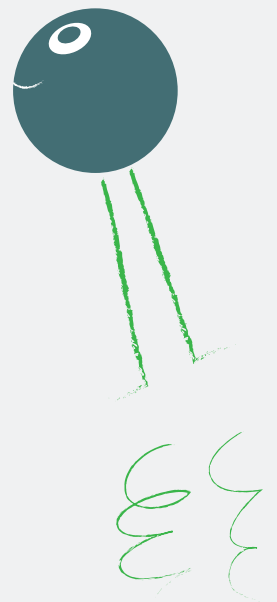


SUPPORTING CHILDREN'S TRANSITIONS - INFORMATION FOR FAMILIES

We face many transitions in our lives and for some families and children this can be exciting, challenging or scary. How these transitions are managed can make a real difference to how children adjust to a new situation, such as attending a setting or school and in light of COVID-19, any transitions could be different to what you had expected. It is important that you always reflect on your child's age and stage of development when considering how you will support them and recognise that you or other family members may also feel anxious. It is good to share these feelings with family members and/or the receiving setting or school.

What you can do:

- Talk regularly and positively to your child about the transition they are about to make, for example sharing the name of their key person at the setting or the uniform they will be wearing at school.
- Share photographs, books and stories showing positive examples of transition including any that the setting or school have sent. Include daily routines and experiences so that your child knows what to expect.
- Liaise with the setting or school as to how COVID-19 has affected your child at home for example, relationships, illness and sadly if any deaths have occurred.
- Liaise with the setting or school about your child's interests and experiences during their time at home such as favourite books, stories, songs, toys and activities.
- Give permission for settings/schools and multi-agency professionals to share important transition information.



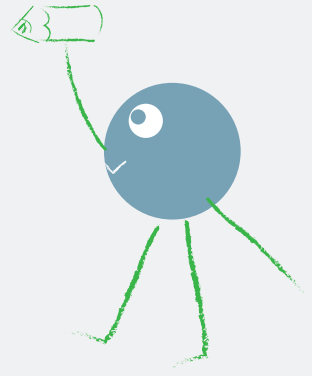
What you might see?

It is important to remember that the impact of the current situation affects children and adults to varying degrees. There will be some children who will show no, or very little change to their well-being, interactions and demeanour. However, some children may find the transition challenging and you might see:

- children who are jumpy, tearful or angry
- children who are excessively quiet, dazed or tuned-out
- children who are showing elements of regression, for example, having frequent accidents (start wetting themselves)
- children who appear to be fearful of adults/others, averting their gaze for example or requiring additional support to part from you and settle in a setting or school.

What you might do

- Talk to your child acknowledging their feelings with calm reassurance (sharing stories about transition might help your child).
- Seek support from family members for your own wellbeing.
- Talk to the setting or school so they can support your child.
- Talk to your child's health visitor or local children's centre for further advice and support or go to <https://www.kent.gov.uk/education-and-children/childcare-and-pre-school/childrens-centres> to register with a children's centre. Children's centres are able to share a variety of interactive activities to support your child's transition.



Useful Websites

