

**Post COVID-19 Transition Guidance Information for all phases**

**May 2021**

We are all looking forward to the next step in the Governments road map out of the current pandemic. June 21st marks the start of restrictions being lifted. Although the pandemic will not be over, we will all learn to manage and live with COVID-19 in a new way.

Warwickshire Common Induction Day for schools is scheduled for Wednesday 7th July. This date has gone through various committees to get approval. At this point it may not be possible to change, unless there is a need to do so. Common Induction Day is mainly for Year 6 moving to Year 7 in a different setting. Many schools, have in the past, used this as their transition day for all other groups.

However, this does not have to be the case. Schools may choose to run their transition days at any point towards the end of term. This guidance has been written to give suggestions as to how this might look.



It is advised that schools consider the mental health and well-being of children, young people and staff when considering transition arrangements. Schools may choose a more cautious approach based on their own risk assessments. For example, by releasing all restrictions when current routines are well embedded might seem to be the best option, we do need to remember that should another wave occur or a new variant increases case numbers significantly, we may need to revert back to current routines. This could impact on the mental health of our children, young people and staff.

Schools and settings may wish to change their transition day to a Friday. That way, the classroom will be cleaned, there will be 48 hours of space before the children return on Monday.

Officially, we will be in the final stage of the road map. Parents and Carers may see this a cue to revert back to “normal” and may be expecting schools to do the same. It is advisable to start informing parents now of what June 21st onwards may look like, particularly if you are planning a cautious approach.

Below are some good practice suggestions to aid schools to plan their transition:

**For Year 6 moving to Year 7 and post 16 moving to Higher Education**

* The receiving KS3 setting will need to share their risk assessment with feeder primary schools.
* The feeder primary schools will need to communicate to parents and children in Year 6 the expectations of the KS3 setting.
* Lateral Flow Tests (LFT) will be an integral part of the Common Induction Day (CID).
* Children and young people will need to be shown a LFT and possibly how to use one. This should be revisited regularly from now until the CID.
* IDS have links to resources and social stories to help children with additional needs. These children may need extra preparatory work in order to get them ready for CID. Again, IDS have fantastic resources to support this.
* Children should be encouraged to have their own hand sanitizer for Common Induction Day, which can be used throughout the day.
* Talk with children about wearing face coverings, if they are still in place. The children could make one in school to take with them on CID.
* Social distancing will be even more critical if face coverings are no longer required. Teaching children about maintaining a safe distance at all times will be very important.
* Many schools have virtual tours and websites, please encourage the children to access these.
* The same practice applies to post 16 moving to HE in terms of lateral flow testing and following guidance.

**For Years 2-6 moving up a class within the same setting**

* **Consider moving up for the whole day, on Friday as outlined above.**
* **As part of your activities, preparation discussions for September will be key. Will you be looking at a full return to normal? Will you be keeping aspects of some of your COVID procedures?**

**For Years 2 in an infant school moving to Year 3 in a junior school**

* Communicate with the junior school regarding their own risk assessment and apply the same principles as stated in Year 6.

**For Nursery/Pre-School moving into Year R and R into 1**

* Remember some children may have been home for the whole pandemic, which is nearly half of their life! This could be due to financial reasons, shielding or parent/carer choice. For some this could be their first time in an educational setting. For Reception children they have spent 1/3 of their school year learning remotely. It is advisable that staff consider introducing new staff, new areas of the school, the “big playground”, assemblies and getting the children prepared for the changes that do occur in Year One.
* Half day or small group visits may be appropriate for Early Years. Consider whether keeping them in settings groups or grouping some settings together is an option.
* Because of the variety of settings in Warwickshire, you can run these inductions over a series of days or Fridays.

Example Nursery/Reception Induction at St. John’s Primary School.

|  |  |
| --- | --- |
| Friday 25th June | Current Nursery and Reception combine, freeing Reception class base for the afternoon.Settings 1 and 2 children invited for afternoon session  |
| 2nd July | As above but settings 3 and 4 invited |
| 9th July | As above but settings 5 and SJP Nursery invited |
| 16th July | Common Induction Day for Years R-5Settings 1, 2 and 3 am sessionSetting 4,5 and SJP pm session |

The common thread to this guidance is built on the Early Years principles of Ready to Learn, Ready for Life. We are preparing children and young people with the skills to move on to their next stage in education.

You will know your schools and the capacity of your staff. There are no right or wrong ways to undertake transition, but preparation of the children will need to be an essential part of this.

**Some useful links for resources and further information:**

<https://www.warwickshire.gov.uk/education-learning/transition-support-package-%E2%80%93-nursery-reception-2020/1>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/annex-a-health-and-safety-risk-assessment>

<https://education.gov.scot/improvement/learning-resources/transitions/>

<https://www.tes.com/teaching-resources/primary-transition>

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Documents/EPS%20Guidance%20-%20Promoting%20Positive%20Transitions%20during%20COVID-19.pdf>

<https://www.oxfordshire.gov.uk/sites/default/files/file/early-years-childcare/ReceptiontoYr1transitionduringCOVID19.pdf>

**Cleaning Reminders from Public Health England**

**Areas to Prioritise for Disinfection before and after Common Induction Day**

High-touch Surfaces

• Door and window handles • Touch screen devices

• Desks • Shared Telephones

• Sports equipment • Remote controls

• Toys • Light switches

• Playgrounds • Stair banisters

• Intercom buttons • Countertops

• Computer keyboards • Bathroom surfaces

• Printers, photocopiers, scanners etc • Toilets and taps

While there is a significant reduction in virus survival on surfaces after 48 hours, viruses may survive on some surfaces up to 72 hours. We recommend a two-stage physical clean - i.e. use of detergent followed by disinfectant, or a good clean using a combined product. Fogging can be used for cleaning but must be in addition to physical clean.

**Cleaning Products**

Utilise one of the following methods:

* A combined detergent/disinfectant solution giving 1000 ppm (0.1%) of available chlorine.
* A separate detergent followed by a disinfectant solution giving 1000 ppm (0.1%) available chlorine e.g: Milton disinfectant/tablets.
* An alternative sanitiser effective against enveloped viruses and tested to BS EN 14476.

See Picture:



We recommend a two-stage physical clean - i.e. use of detergent followed by disinfectant, or a good clean using a combined product. Fogging can be used for cleaning but must be in addition to physical clean.

**Ventilation**

Ensure adequate ventilation and increase airflow where possible to all occupied spaces on visits. To help with this, consider opening windows and doors – where it is safe to do so.

*With thanks to Fedalia Richardson, Dr Zoe Harwood and Sonia Waszczak for their contribution to this document.*