

Oldham Council Transition Guidance 2020



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Transition in Oldham during COVID-19

Introduction

Schools and settings across the borough have done an amazing job so far in supporting our children and young people to continue to access learning during these difficult and uncertain times.

As we move towards wider opening of schools and settings and draw closer to the end of the Summer Term, which would traditionally be a time for celebrations and preparations for many of our children and young people, our thoughts turn to how we can best support their transition to the next stage of education.

The main groups for consideration are as follows;

- Those at key transition points i.e. entering Nursery and Reception; moving from Y6 to Y7; moving from Y11-Y12.
- Those transitioning from EYFS to Y1; moving from infant schools to junior schools; moving from mainstream to special; Y13 CLA entering FE.
- Vulnerable groups.
- ALL children and young people who will be transitioning from home to school / college following a prolonged period of absence.
- Those unable to return to education settings due to shielding.

The Local Authority (LA) has set up a multi-agency workstream to address some of the issues arising and look at how we can offer additional support to schools, settings and families in an attempt to make the process as smooth as possible.

This document is a “work in progress” and will grow over time as things develop. However, it was felt important to share at this point, as work on transition is already underway across the sector. Updates will be provided each week through the Friday sector briefing.

Key priorities

The LA Business Plan sets out the following as key priorities around Transition:

- Children and Young People arrive at their expected setting in September 2020.
- Children and Young People are in a good place with their mental health and wellbeing, are able to settle quickly and socially engage with their peers.
- Staff in schools and settings are well prepared to deal with issues that may arise as a result of extended periods of absence.
- Parents are well informed by schools and settings regarding their child's return to education.
- Children and Young People are well supported to engage in learning on arrival at their setting.
- Children and Young People are able to access education or training at an appropriate level following a period of non-traditional learning.

Support available

Specific Group	Support available
Those entering Nursery and Reception.	EYFS Good Practice Guidance.
Those moving from Y6 to Y7.	Y6-Y7 Good Practice Guidance. Transition Directory. Y7 hub. Secondary School Prospectuses
Those moving from Y11-Y12.	Y11-Y12 Good Practice Guidance
Those transitioning from EYFS to Y1.	Y1 Hub Good Practice Training for Y1 practitioners.
Those moving from infant schools to junior schools.	Work in progress – detail to follow.
Those moving from mainstream to special.	Work in progress – detail to follow.
CLA in Y13 entering HE.	Led by after care in partnership with Virtual School and Positive Steps.
Vulnerable groups.	Additional Good Practice Guidance for CYP with SEND.
<u>ALL</u> children and young people who will be transitioning from home to school in September / college following a prolonged period of absence.	Good Practice Guidance (generic).

FAQs

- **What information am I expected to send to school for a child starting Reception Class?**
Transition documentation has been revised and shared with schools and settings. It will be important to ensure that information regarding pupil Mental Health and Well-Being (MHWB), gaps in learning and any information that has come to light as a direct consequence of COVID19 is also shared. It will be up to individual schools and settings to create mechanisms for sharing this information.
- **What information are secondary schools expecting to be shared by primaries?**
The usual Transfer Forms are expected to be shared between primaries and secondaries. It will be important to ensure that information regarding pupil MHWB and any information that has come to light as a direct consequence of COVID19 is also shared. It will be up to individual schools to create a mechanism for sharing this information.
- **How will I know who to contact to discuss the transition of individual children and young people?**
We have produced a Transition Directory setting out the key points of contact for primary schools, secondary schools and PVI settings.
- **Will schools and settings be expected to offer the opportunity of physical visits in preparation for transition?**
Government guidance states, “*Though visits to secondary schools for induction will not take place this year, some secondary schools may have capacity to undertake remote induction briefings or other types of sessions for pupils, for example, to meet form tutors, heads of year, or other key staff, or have a tour of the school virtually. You should discuss the options with your secondary schools.*” It is assumed that this will also be the case for new intake into primary

schools and pupils transitioning from Y11-Y12. All schools, settings and colleges have been asked to undertake thorough risk assessments prior to the wider opening. These will be regularly reviewed and include whether they have the capacity to provide the opportunity for physical visits as part of the transition process. NB each school, setting and college will communicate their plans independently as decisions are made.

- **Will parents' meetings still go ahead as normal?**

It is unlikely that meetings with parents will go ahead in the traditional sense. However, many schools, settings and colleges have made arrangements to contact and liaise with parents via alternative methods. These include virtual tours, letters and emails, online meetings etc. It will be important to consider how ongoing communications with parents will take place. It is likely that a more intense level of communication with parents and carers will be required at this time, than would usually be expected.

- **Will the July transition days go ahead?**

Traditionally, these transition days take place across the borough and are used to support transition primary to secondary. Some schools have decided that they will plan activities to be delivered remotely to their Y7 intake on the allocated dates, whilst others have taken the decision to deliver activity across the whole of the half term. Arrangements will vary from school to school.

Supporting Transition of ALL children and young people

Supporting Transition of ALL children and young people who will be transitioning from home to schools, settings and colleges in September / college following a prolonged period of absence - good practice examples for schools

General communication and information for parents

Establish a communication strategy for parent / carers – they are likely to be anxious about arrangements – eg transport phased starting times, uniform etc. Although this may be on your website, consider wider access? e.g. families with EAL or who can't access the web.

Schools may want to try home visits for any hard to reach families in order to have the transition conversation directly.

Send a postcard home to include a personal touch.

Phone calls to parents

Phone calls to parents / carers and families will have been taking place throughout the pandemic period. There is no suggestion that these need to continue from a welfare perspective over the summer holidays.

However, it may be considered as good practice for staff to contact parents by telephone as an alternative to a virtual meeting to discuss their child or young person's return to their school, setting or college. Consider asking bi-lingual staff to support these for families with EAL.

Host a "Back to School" page on your website

Continue/start practice of celebrating the skills and learning children and young people have developed during the pandemic – provide a show case for this on your website.

There is likely to be some anxiety around what to expect as children and young people gradually return to schools, settings and colleges.

It would be useful for both parents / carers, children and young people to be able to access guidance around what the expectations will be on their return to school.

For example, start and finish times; uniform expectations; updated behaviour policy; lunchtime organisation; break and toilet routines etc. Include photographs of familiar areas which may have changed since lockdown.

While you may not know the detail at present, and guidance may change, you can alleviate anxieties by including any information of which you are certain. Include interviews with children who have already returned to school talking about how they have settled back in.

Virtual “Meet the Teacher” and induction events

Maintaining regular contact with parents / carers, children and young people before they return, will help them to feel welcome and connected, providing additional support to families who may feel worried or anxious about returning to their school, setting or college.

Organise virtual chats with parents / carers, children and young people as they transition to their new year group to provide them with an opportunity to meet their new teachers. Teachers could share a story, set a summer project and parents, children and young people can ask questions about what to expect up on their return. Use this as another opportunity to recognise the hard work that has gone on in many homes during the pandemic.

To ensure anxieties are reduced, an online induction meeting can provide reassurance to children, young people and their families. It is also a good opportunity for families to speak to the head teacher, new teachers and support staff.

Virtual Tours of Building

Entering an unfamiliar building can be daunting, and in the absence of a physical tour, this is the next best thing. Remember to include toilets, hall, entrances and exits, classrooms, corridors, cloakrooms and outdoor spaces. Include displays celebrating learning over the past three months.

It would be useful to do this from a child or young person’s perspective – maybe invite some of the children and young people who are already in school to host the tours.

Transition packs

Delivering transition packs for children and young people to complete over the summer with their parents / carers could give them a stronger sense of belonging and provide excitement about the next phase of their education. Packs could include; a book, a photograph and note from their new teachers, an “All about me” profile for them to fill in, suggestions for summer activities etc. (Packs could be presented in a school logo PE or book bag)

It is important to value what has been happening in the lives of the children, young people and families during lockdown. Include a section on what has been happening during lockdown – What did they do? What did they learn? How did they feel?

Summary of learning / topics

Provide a reminder of what children learned when they were last in school. Give them quizzes and puzzles to jog their memory.

Give examples of what children have learnt at home during the pandemic and opportunities for children to share these experiences.

	<p>Give an overview of what they will be covering during their first half term back in school. Suggest some pre-learning activities or research.</p> <p>Provide reassurance to learners around “lost” learning and “catch up”, making expectations clear.</p> <p>Make reference to the Recovery Curriculum, stressing the importance of re-establishing routines and relationships, as well as returning to learning.</p>
Staff profiles	<p>It is likely that staff information is already listed on your website. Maybe add photographs and some extra information about each person so that parents, children and young people can “get to know” them better before September. Include hobbies and interests; their favourite book or film; what are they most looking forward to in the new school year. You could even record a message from each person and upload it.</p>
Class mixers	<p>Whether it’s a virtual get together, shared online class page, forum or you can facilitate safe physical meet ups, opportunities for the class to ‘get together’ before the start of term is a great way to introduce children, young people and families to each other and enable them to begin to re-establish friendships and relationships before returning to their school, setting or college.</p>
FAQs	<p>Providing a frequently asked questions page on your website ensures families have access to common queries. You may also want to consider how easy it is for people to ask questions: Is there a key person they can contact? Is live chat an option? Can you provide it in paper form?</p> <p>It would be useful to refer to the content of additional guidance that has been distributed here and also the Recovery Curriculum.</p>
Virtual handover meetings	<p>Organise virtual handover meetings among staff. This will provide a good opportunity to gather information and include all key personnel. This would be particularly effective for new children and children with specific needs.</p>
Links with partner agencies eg SEND Team; MHWB Team etc	<p>Specific guidance for children with SEND and other needs is available elsewhere in this document.</p> <p>Here are some of the key contacts you may find useful:</p> <ul style="list-style-type: none"> • Educational psychology Service Contact your link EP or email acns@oldham.gov.uk • QEST Contact your link QEST or emails acns@oldham.gov.uk • Mental Wellbeing team wholeschoolapproach@oldham.gov.uk

Access to staff training

The following staff training is available to support practitioners to prepare for children and young people returning in the Autumn;

- Training needs can be discussed with your link EP and QEST. This could include for example the recovery curriculum, meeting the needs of CYP with SEND and therapeutic approaches.
- Mental wellbeing team- Curriculum; Bounce Forward resilience skills for secondaries/FE and partnership for children for primary schools. The team can also offer training please refer to the pupil and staff wellbeing offer. Alternatively contact your school advisor directly or via wholeschoolapproach@oldham.gov.uk
- Harmony Trust CPD Offer: Y1 Transition Hub Developing Effective Year One Provision - The purpose of this CPD offer is to improve the pedagogy and subject knowledge of Leaders, Teachers and Teaching Assistants so that they can plan for improved outcomes and quality provision for Year One pupils within their school or setting. It is also designed to support schools in planning for closing the attainment gaps created by the recent school closure period due to Covid19. To register your interest or for further information regarding this programme, please contact Kim Callaghan: TSA@theharmonytrust.org

SUPPORTING TRANSITION IN EARLY YEARS

Supporting Transition of children aged 3 and 4

Good Practice Examples for Early Years Settings

Created by Oldham Council in conjunction with partners

Creating partnerships	Create links and partnerships with the schools where the children are transitioning to. Organise a virtual transition timetable and share good practice activities, which will enable a smoother transition for children leaving early years settings.
Virtual parent/carer meetings	Offer a virtual end of year parents evening with the child's key worker. This is an opportunity to share the transition document and include parental contributions within the document before sending it on to school. A face to face discussion can help reduce anxieties for the families, provide opportunities for any questions and celebrate the child's time at your setting.
Continued engagement and activities	Maintain regular contact with children throughout summer until the beginning of the autumn term. This will help the child and their family feel connected and provide them with meaningful, active learning opportunities. To support families and help them prepare their child for school.
Virtual 'meet and greet' session	Organise a virtual chat to be streamed live in the setting with groups of children due to attend the same school. This provides children an opportunity to meet their class teacher. They could share a story, join a rhyme time session and even get to know interesting facts about their new teachers. If a live meet and greet isn't possible, request a virtual tour or photographs of the school to share with all the children that will be attending.
FAQs	Providing a frequently asked questions page on your website can ensure families have access to common queries. You may also want to consider how easy it is for people to ask questions: Is there a key person they can contact? Is live chat an option?
Social Stories	The use of social stories may be particularly helpful to the SEND cohort to support them with their transition to school. These may also be useful to all children to ease any anxieties and worries during this pandemic.

Virtual handover meetings

Organise virtual handover meetings with schools. This will provide a good opportunity to share key information about all children, including their characteristics of learning.

Good Practice Examples for Schools

Partnership with Bridgewater

To gain a better understanding of your cohort it is important to contact other professionals who can provide further valuable information. This will enable you to provide more bespoke transition for children in your cohort.

To gain this information please follow the steps below:

1. Gather a list of student names and DOB.
2. Contact your nearest children's centre.
3. Ask to speak to a health visitor.
4. Organise a virtual meeting to discuss children in greater detail.

Creating partnerships

Create links and partnerships with early year's providers. Organise a virtual transition timetable and share good practice activities which will enable a smoother transition for children.

Continued engagement activity with prospective students and families

Maintaining regular contact with prospective students before they officially enrol is supportive. This helps children and families feel welcome and connected and is particularly important during this period of sustained inactivity.

Virtual Tours of Building

Entering an unfamiliar building can be daunting, and in the absence of a physical tour, this is the next best thing. Don't forget to include toilets, hall, entrances into the main school and classroom, where to hang your coat and the outdoor spaces.

Virtual 'meet and greet' session

Organise a virtual chat to be streamed live with early years providers for groups of children who are transitioning to your school.

It will allow children to meet their class teacher, they could share a story or do a rhyme time and even get to know interesting facts about their teacher.

FAQs	Providing a frequently asked questions page on your website can ensure families have access to common queries. You may also want to consider how easy it is for people to ask questions: Is there a key person they can contact? Is live chat an option?
Social Stories	The use of social stories may be particularly helpful to the SEND cohort to support them with their transition to school.
Virtual handover meetings	Organise virtual handover meetings with early years providers. This will provide a good opportunity to gain information about all children including their characteristics of effective learning.
Increased summer transition activity	To make children and families feel a part of the provider community and feel welcomed, the provision of transition activities, both online and face to face where available can reduce transition anxieties for both children and families.
School readiness activities	Offer school readiness activities, to engage families and create a sense of belonging. The activities will reduce the natural regression we see during the summer period and reduce further regression during the extended period of non-activity.
Induction welcome packs	Delivering an induction pack to the home could give the child a sense of belonging and provide excitement about the next phase of their education. Packs could include; a book, mark making tools, a photograph or postcard of the teacher, dice, counting toys, laminated name card. (Packs could be presented in a school logo PE bag).
Virtual induction meeting	To ensure anxiety is reduced regarding transition an online induction meeting can provide reassurance to children and families. It is also a good opportunity for families to meet the headteacher, class teacher and support staff.
Class mixer's	Whether it's a virtual get together, shared online class page or forum or you can facilitate safe physical meet ups, opportunities for the class to 'get together' before the start of term is a great way to introduce children and families to each other and enable them to begin to form friendships before school starts.

Supporting Transition of SEND children aged 3 & 4

Good Practice Examples for Schools

Created by Oldham Council Early Years' Service and partners

Create Partnerships with Children's centre Right Start Service	<p>To gain a better understanding of your cohort, it is important to contact other professionals who can provide further valuable information. This will enable you to provide more bespoke support for children transitioning to your school in September.</p> <p>To gain this information please follow the steps below:</p> <ol style="list-style-type: none">1. Gather a list of student names and their DOB for your whole cohort.2. Contact your nearest children's centre. <i>Please note: all Children's Centre contacts are available at the end of this document.</i>3. Ask to speak to a health visitor and explain the information you require.4. Organise a virtual meeting to discuss children in greater detail.
Create partnerships with Early Years Providers	<p>Create links and partnerships with early year's providers where children are transitioning from. Organise a virtual transition timetable and share good practice activities, which will enable a smoother transition for all children and their families.</p>
Continued engagement activity with prospective students and families	<p>Maintaining regular contact with prospective children and their family before they officially enrol is supportive. This helps them to feel welcome and connected and will provide additional support to families who may feel worried or anxious about their child's transition.</p>
Virtual Tours of Building	<p>Entering an unfamiliar building can be daunting, and in the absence of a physical tour, this is the next best thing. Don't forget to include toilets, hall, entrances into the main school and classroom, where to hang your coat and the outdoor spaces.</p>
Virtual 'meet and greet' session	<p>Organise a virtual chat to be streamed live with early years providers for groups of children who are transitioning to your school. This provides children with an opportunity to meet their class teacher. They could share a story, join a rhyme time session and even get to know interesting facts about their new teachers.</p>
FAQs	<p>Providing a frequently asked questions page on your website can ensure families have access to common queries. You may also want to consider how easy it is for people to ask questions: Is there a key person they can contact? Is live chat an option?</p>

Social Stories	The use of social stories may be particularly helpful to the SEND cohort to support them with their transition to school. These may also be useful to all children to ease any anxieties and worries during this pandemic.
Virtual handover meetings	Organise virtual handover meetings with early years providers. This will provide a good opportunity to gather key information about all children including their characteristics of learning.
Increased summer transition activity	To make children and families feel a part of the provider community and feel welcomed, the provision of transition activities, both online and face to face where available can reduce transition anxieties for both children and families.
School readiness support	Offer school readiness activities, this will engage families and create a sense of belonging. The activities will reduce the natural regression we see during the summer period and help prepare children for transition into school.
Induction welcome packs	Delivering an induction pack to the home could give the child a sense of belonging and provide excitement about the next phase of their education. Packs could include; a book, mark making tools, a photograph or postcard of the teacher, dice, counting toys, laminated name card. (Packs could be presented in a school logo PE bag).
Virtual induction meeting	To ensure anxiety is reduced regarding transition an online induction meeting can provide reassurance to children and their family. It is also a good opportunity for families to meet the head teacher, class teacher and support staff.
Class mixers	Whether it's a virtual get together, shared online class page, forum or you can facilitate safe physical meet ups, opportunities for the class to 'get together' before the start of term is a great way to introduce children and families to each other and enable them to begin to form friendships before school starts.
Useful Links	Anna Freud – National Centre for Children and Families have produced some additional guidance including advice about transition and supporting children within Early Years. Please find the link here Please see guidance below for further support.

Specific Considerations for SEND Children

The following section is aimed at providing some specific guidance in relation to some special educational needs, this is in addition to the good practice guidance for children transitioning from early years settings to schools.

Visual Impairment

The Sensory and Physical Support Service is available for any support required. The team is made up of five teachers of the vision impaired (TVI) and six specialist support assistants. Each child with a VI in Oldham has an allocated TVI and the team leader is Joanne Jones who can be contacted via email at joanne.jones@oldham.gov.uk or via telephone on **07790 543843**.

Teachers of the vision impaired:

Sara Akhtar sara.akhtar@oldham.gov.uk

Judith Bates-Lacy Judith.bates-lacy@oldham.gov.uk

Liz Clancy liz.clancy@oldham.gov.uk

Emma Green emma.green@oldham.gov.uk

Joanne Jones joanne.jones@oldham.gov.uk

Have you considered?

Curriculum access and the school day:

- **How to ensure that every member of staff (i.e. not just the child's usual class team) in school has access to the information on the child's visual profile?** The visual profile outlines a child's individual needs and will detail classroom strategies such as required print size, lighting conditions and seating positions. Visual profiles will be provided by the Sensory and Physical Support Service (SAPSS).
- **Accessing training from the Sensory and Physical Support Service around the specific needs of a child?** This can be delivered remotely via Microsoft Teams for example.
- **Seating positions for children with a VI?** The 2-metre distance rule will prove problematic for some children as they may not be able to see beyond 2 metres.
- **Access to assistive technology?** Will additional technology be required for those children who can generally see staff when they are sat in front of the teacher's desk but may not be able to see them from the new extended distance of 2 metres away?
- **How a child with a VI will access demonstrations e.g. of handwashing techniques and facilities used in school?** Could these be videoed to allow close up demonstrations to be observed?
- **How children are going to locate a staff member if they can't get as close as they normally would to see them?** Could brightly coloured t-shirts be worn which are more easily accessible from a 2-metre distance or could all staff wear high-visibility vests when working with a child with a visual impairment, so they are more easily located from a distance?
- **How children with a VI will access non-verbal cues from two-metres away?** Additional verbal communication will be vital.
- **Introductions to new members and unfamiliar members of staff?** Could videos be created of staff members introducing themselves so that the child can put a face to a name?

- **How to ensure that accessible materials are available for use?** E.g. printed materials in the available font size.
- **Visual access to online learning materials?** My Computer, My Way (<https://mcmw.abilitynet.org.uk/>) is an excellent resource which outlines accessibility options for a wide variety of different devices e.g. phones, tablets and computers.
- **What Covid19 guidance around the increased use of outdoor spaces means for a child who has a VI?** This can prove problematic for children with certain visual conditions such as albinism who also have additional requirements around skin protection when outside e.g. who will apply sun cream? **Please seek advice from the SAPSS.**
- **Pairing the child up with an older pupil who also has a VI to act as a role model?** Could children link up for a video chat?
- **Pick up and drop off times?** Do any adaptations need to be made to the processes regarding pick up and drop off?
- **Access to lunch menus if school dinners are still going to be available?** Is someone available to talk through the menu? How will support be provided for transporting food to tables if needed?

School layout and access:

- **Visibility of the two-metre markings used?** Is the tape or paint used highly visible and does it contrast against its background?
- **Access to the building and one-way routes around school?** Are steps highlighted? Is signage, both existing and new, of a suitable size, clarity and contrast? How will support be provided for those children who require sighted guiding?
- **Whether evacuation procedures will need adapting?** Is a Personal Emergency Evacuation Plan (PEEP) needed?
- **access to toilet facilities?** Routes from classrooms to facilities and the need for familiarisation with the facilities.
- **How children with a VI will be able to familiarise themselves with the layout of the building?** Videos showing the layout of the school would be particularly beneficial for those children who have some useful vision.
- **What Covid19 guidance around the increased need for windows to be open to allow air to circulate means for a child with a vision impairment?** E.g. if the windows are at head height and open into corridors or onto the playground, they could prove a hazard for a child who cannot see that they are open or for a child who has difficulties when outdoors due to the additional problems of glare.

Physical Impairment

Some of the points below should have been considered before a school placement was decided and others will be covered in the child's EHCP if they have one. Help and advice is available from the Sensory and Physical Support Team:

Keryn Green keryn.green@oldham.gov.uk

Lisa Howarth lisa.howarth@oldham.gov.uk

Have you considered?

- **Social distancing** - During certain activities it will not be possible for staff to maintain social distancing rules e.g. during personal care tasks, helping with feeding at lunchtimes. How is this going to be managed in school and is PPE available for staff who need it?
- **Access to the building** - Will the CYP need to use a different entrance?
- **Routes around school** - Will the CYP need to take alternative routes around school to avoid steps?
- **Can the child manage the full school day initially** - For some CYP a shortened day may be appropriate, this can be built up as the child's stamina improves.
- **Are all learning activities accessible** - Can the child reach the water tray? Use of ICT – does the CYP need to use alternative ways to record their work?
- **Personal care** - Does the child need help with personal care routines? Do you have PPE (disposable gloves and aprons) for staff to use?
- **Lunchtimes** - Are the tables and chairs used at lunchtime accessible? Is alternative seating needed? Does the CYP need longer to eat than their peers? Do they need to go for lunch earlier when the hall is quieter?
- **Equipment** – Do you have all the equipment that the child will need in school? This may include seating, a changing bed and a hoist depending on the needs of the CYP. Where will the equipment be stored?
- **Moving and handling** – if the CYP needs moving and handling do staff have moving and handling training? Is there a care plan and risk assessment in place?
- **Medication** – will the child need to take medication during the school day? Do you have signed parental permission to administer this and a way of recording when it has been given?
- **Advice from medical professionals** e.g. Physiotherapist and Occupational Therapist, Speech and Language Therapist – have you received advice from other professionals? Is there a programme to follow in school?
- ***Swimming** – *Are special arrangements needed when the CYP goes swimming? Is the pool that the school use accessible? How will the CYP get there?*
- ***School trips** – *venues need to be planned to consider the needs of the CYP, is the venue accessible? What alternative arrangements can be made for parts of the site that aren't accessible? Is the transport accessible? What about personal care facilities at the venue?*

Hearing Impairment

The Sensory and Physical Support Service is available for any support required. The team is made up of seven teachers of the deaf (QTOD) and three specialist support assistants. Each child with a HI in Oldham has an allocated TOD and the team leader is Clare Prior who can be contacted via email at clare.prior@oldham.gov.uk or via telephone on **07791117318**

Teachers of the deaf:

Nuala McAuley nuala.mcauley@oldham.gov.uk
Alison Russell alison.russell@oldham.gov.uk
Kay Davies kay.davies@oldham.gov.uk
Beverley Magee beveley.magee@oldham.gov.uk
Michele Coupe michele.coupe@oldham.gov.uk
Carey Toft carey.toft@oldham.gov.uk
Raychel Rogers raychel.rogers@oldham.gov.uk

Ensure you have a copy of the CYP's profile – this will contain advice around level of loss, equipment and useful strategies.

An online virtual tour of the school building including key staff would be beneficial to all CYP with HI.

Have you considered?

Equipment (hearing aids, cochlear implant processors, Bahas AND radio devices)

- Ask the CYP if their hearing equipment is working – (answer may not be reliable).
- Ability of the CYP to replace hearing equipment if it comes out.
- Checking/cleaning hearing equipment daily using Visors* /gloves/antiviral wipes? Training if new to this process? (Via Teams). *cough reflex if you put something in an ear/maintains good access to lip patterns and facial expressions.
- Batteries in hearing aids/cochlear implant processors/Bahas and radio transmitters charged. Best practice is to check amplification every day prior to socialising/ learning. Involve parents to reduce risk.
- Radio devices - be aware of hygiene recommendations.

Consider the emotional impact of being in school with amplification not working.

Environment:

- Choice of classroom/learning space for CYP with HI – rooms with a higher level of background noise/highly reverberant rooms like mobile classrooms/halls/gym/science labs are harder spaces in which to hear. **Outdoor spaces may increase difficulty hearing.**
- Position of CYP in the classroom:
 - seat the CYP with HI near the front and to one side;
 - avoid seating a child with HI next to noisy equipment: a computer/heater /fan/window etc.;
 - **Open windows – will add to background noise.**

- Practicalities of communicating with a child with HI - the effectiveness of hearing aids reduces beyond 1.5-2m (**covid19 two-metre social distancing is recommended**). Consider communication with teacher and peers
- Some children may have radio devices which helps them hear better over distance – hygiene.
- Consider teaching strategies – see profile.
- Increased use of outdoor spaces – will result in CYP being further away from teacher/instruction.

Additional considerations:

- Possible language deficit and impact that will have on understanding new social rules.
- Consider using additional visual clues and resources to support learning.
- Differentiating language when necessary.
- Make allowances for the additional concentration needed to listen through amplification.
- Use of screens - the CYP may not hear teachers' comments made simultaneously.
- Behaviour may change if a CYP cannot hear/access learning easily.

Social, Emotional, Mental Wellbeing

DfE guidance on wider opening of school's states that staff may wish to provide:

- *opportunities for children to talk about their experiences (of COVID)*
- *some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe*
- *Pastoral activity, such as positive opportunities to renew and develop friendships and peer groups*
- *Other enriching developmental activities*

This guidance is likely to remain relevant for pupils transitioning into reception in September 2020.

A whole school approach to emotional health and mental wellbeing has been shown to positively impact on the attendance, attainment and behaviour of children in education (more information on the Oldham Whole School Approach framework can be found [here](#)). Many Oldham schools have staff trained in Zippy's Friends, part of the Skills for Life curriculum for social and emotional learning as part of their embedding of the whole school approach, in particular principle 3: Curriculum, Teaching and Learning.

Partnership for Children (UK Skills for Life providers) have produced resources which to help parents and teachers support pupils in managing difficult feelings which may be connected to the pandemic. These are available [here](#) and can be freely accessed even where schools do not have staff trained in the programme.

For trained staff, it is also worth considering where the wider Skills for Life curriculum may be used within reception to enable children to develop emotional literacy and coping strategies to support them throughout the transition process. Whilst the curriculum is not usually utilised until year 1, this is partly a consequence of research only being available for ages 5 and upwards. Upon seeking advice from Partnership for Children, they have stated that teachers could adapt the curriculum for reception aged children, potentially by shortening the stories used and utilising the inclusion supplement for activities.

Specific resources will also be made available in late June to enable parents and staff to support the emotional wellbeing of Early Years children and which complement the existing programme.

The Mental Wellbeing Team and SEMHS Team can provide more information regarding Skills for Life and further training for staff where this is available. Please contact wholeschoolapproach@oldham.gov.uk

Cognition and Learning

- Identifying a key contact within the receiving school whom the family can direct communications to and become a familiar figure to the child via photos to the child.
- Offering virtual 'coffee and cake' meeting for parents/carer of new as well as current children to facilitate the development of supportive networks and building connectedness to school. This may be particularly important in light of social distancing/ and/ or staggered start and finish times which will impact on more naturalistic networking that would have taken place pre-restrictions.
- Whether some children may benefit from a staggered return or phased transition into school.
- Attendance at a virtual transition planning meeting with representations from both settings and professionals with the aim of sharing information and identifying specific support and modifications that may be needed and to produce a clear transition plan
- Opportunities for families to ask questions – this could be a virtual drop in or by email for example.
- A communication passport or one-page profile.
- Asking parents to make a video with the child that can be sent to the new teacher
- Individual visit to the setting.
- Creating videos or photos of the school environment and staff and uploading them to the setting's website. Consider taking photos /videos of the environment from a child's eye view.
- Could staff create their own one-page profiles that could be shared with families?
- Sharing information about the school day with families as well as information about changes to break and lunchtime routines.
- How social distancing and other routines will be managed and taught. Do you have a way of teaching hand washing, for example, that families could practice at home? Would forward and backward chaining tasks be useful? Are there any visual aids that will be used in school that could also be sent home so children can familiarise themselves with them and practise these routines e.g. handwashing?
- How any personal care needs will be managed in line with current guidance?
- Adult protocols around frequent handwashing etc.
- How best to gain pupil view? Can this be done directly by an adult that knows them well or does it need to be done indirectly through observations and discussion with those that know the child well? This information can be part of the communication passport or one-page profile.
- How to acknowledge the feelings that pupils may be starting school with. This could be by using approaches such as PACE and using the opportunity to teach healthy coping skills.

Speech, language and communication needs

See Cognition and Learning considerations above, many of which will be applicable for children with speech, language and communication needs.

In addition, **Have you considered?**

- Using symbols and other visuals to support children's understanding of any current restrictions.
- How to differentiate key messages to accommodate individual language difficulties.
- Breaking down longer instructions in to chunks to allow pupils time to process the information they're hearing?
- The complexity of adult's use of language within the classroom? Can you simplify an instruction, or say the same thing but using fewer words or a less complex sentence structure?
- Checking back that pupils have understood – can they tell you what you've asked them to do or act on the information they've heard?
- Using visual supports to help make your classroom a more communication friendly place?
- Avoiding non-literal or ambiguous language?
- Using and reinforcing important vocabulary in different situations and contexts?
- Describing activities as children are doing them? This will help pupils to attach meaning to the words they're hearing.
- Prioritising opportunities to teach and develop emotional literacy and emotional regulation?
- Using role play, social stories and social scripts to develop social skills and aid understanding?
- Planning plenty of opportunities to develop attention and listening skills through play?
- Making listening skills explicit so that children know what good listening looks like? Praise children when you see them using good listening skills.
- Using turn-taking games which help children to learn the rules for taking turns at talking (i.e. having a conversation) and encourage interaction with peers?
- Sharing new topic vocabulary with parents so that they can reinforce new words at home? Schools may have access to suitable software producing symbols in readymade topic packs (e.g. InPrint 3), which can be shared with parents.

Autistic Spectrum Conditions (ASC)

See Cognition and Learning considerations above, many of which will be applicable for children with speech, language and communication needs, including Autistic Spectrum conditions.

In addition, **Have you considered?**

- Creating a 'Welcome to School' transition booklet that contains photos of the environment including where children will enter and leave, relevant staff and information about routines that could be sent home for parents to share frequently with their child.
- Are there any sensory needs that will need to be considered? Pupils may be stimming more as a form of self-regulation due to high anxiety levels or feeling overwhelmed. Is there an additional space that they will be able to access as required? Are the required sensory tools and resources available for the pupil's first day?
- Are the different areas of the environment clearly defined with visuals in place to demonstrate this?
- The use of simple social stories, visual aids i.e. around COVID 19, going to school, new routines, handling difficult emotions etc.
- Have staff had appropriate training so they understand and can support the children with ASC.

Children's Centre Contact Information

<p>Beever Children's Centre In the grounds of Beever Primary School, Moorby Street, Oldham, OL1 3QU</p> <p>Tel No: 0161 470 4324</p>
<p>Springmeadows Children's Centre In the grounds of Littlemoor Primary School, Leamington St, Oldham, OL4 2RN</p> <p>Tel No: 0161 470 4260</p>
<p>St. James Children's Centre In the grounds of St. Thomas (Moorside) Primary School, Stevenson Drive, Sholver, Oldham, OL1 4RS</p> <p>Tel No: 0161 470 4255</p>
<p>Saddleworth North & South Children's Centre Wellington Road, Greenfield, Oldham, OL3 7AL</p> <p>Tel No: 0161 470 4252</p>
<p>Saddleworth West & Lees Children's Centre In the grounds of Springhead Infant & Nursery School, Cooper St, Springhead, Oldham, OL4 4QT</p> <p>Tel No: 0161 470 4246</p>
<p>Stanley Rd Children's Centre Stanley Rd CP School, Derby St, Chadderton, OL9 7HX</p> <p>Tel No: 0161 470 4305</p>

<p>Holly Grove Children's Centre Bare Trees Primary School, Holly Grove, Chadderton, Oldham, OL9 9DL</p> <p>Tel No: 0161 470 4300</p>
<p>Stockbrook Children's Centre St. Luke's CofE Primary School, Albion St, Chadderton, Oldham, OL9 9HT</p> <p>Tel No: 0161 470 4304</p>
<p>Hollinwood Children's Centre St. Chads Centre, Lime Green Parade, Oldham, OL8 3HH</p> <p>Tel No: 0161 470 4346</p>
<p>Failsworth Children's Centre In the grounds of Propps Hall CP School (Hub), Propps Hall Drive, Failsworth, Manchester, M35 0ND</p> <p>Tel No: 0161 470 4357</p>
<p>Alexandra Children's Centre Wildmoor Ave, Holts, Oldham, OL8 5PU Tel No: 0161 470 4275</p>
<p>Coldhurst Children's Centre In the grounds of Richmond Academy, Winterbottom St, Oldham, OL9 6HY</p> <p>Tel No: 0161 470 4200</p>
<p>Medlock Vale Children's Centre Honeywell Centre, Hadfield St, Hathershaw, Oldham, OL8 3BP</p> <p>Tel No: 0161 470 4230</p>
<p>Werneth Children's Centre 78 Windsor Road, Oldham, OL8 1RP</p> <p>Tel No: 0161 470 4287</p>
<p>Royton Children's Centre 1 Blackshaw Lane, Royton, Oldham, OL2 6NT</p> <p>Tel No: 0161 470 4220</p>
<p>Shaw & Crompton Children's Centre High St, Shaw, Oldham, OL2 8RF</p> <p>Tel No: 0161 470 4295</p>

Guidance on Using the Revised Assessment Tools

Purpose

The purpose of this document is to support an information sharing process about a child's progress in their learning and development. Contributions are collected from children, parents, practitioners, leaders and managers and relevant professionals within Oldham Council to provide a comprehensive record of achievement. The profile has been revised to include additional information due to COVID 19.

If transition is to be successful, from early years childcare providers to school, preparations should begin early so that there is good communication between the two organisations. This transition document focuses on best practice guidelines for childcare and schools during these unprecedented times. The aim is to ensure all children make the journey into their new environment as seamlessly as possible during these challenging times.

Revised Transition Document

A revised transition document has been developed to support children with their transition into school nursery or reception. *Please note: If you have already completed the old transition document this can still be used.*

This revised document includes additional information with regards to attendance during COVID19 and the impact, if any, this pandemic has had on a child's social and emotional well-being. If a child hasn't attended the setting for extended periods, then it is encouraged to complete the document in partnership with the parent and/or carer.

The form also identifies any periods during the child's early years when other professionals have supported the child or that there has been any identification of special needs.

Please remember parental consent must be sought if the information is to be shared with other relevant professionals.

This document is to be completed by each early year's provider for any child transitioning to a different school or setting and sent to them by 26 June 2020.

For further guidance or support please contact your district lead coordinator. (see details below).

Assessment

The document should include your latest assessment data for the child, it is understood that for some children this last assessment may have been in March, please still include this assessment and provide the date when this was completed.

Useful Contacts

District	District lead/contact
Saddleworth & Lees	Jenny Dennis: jenny.dennis@oldham.gov.uk Amreen Ramzan: Amreen.Ramzan@oldham.gov.uk
Royton, Shaw & Crompton	Jennie Wright: Jennifer.Wright@oldham.gov.uk Tusmeia Saleem: Tusmeia.Saleem@oldham.gov.uk

District	District lead/contact
Chadderton	Megan Fox: megan.fox@oldham.gov.uk Cherice Stonell: Cherice.Stonell@oldham.gov.uk
West Oldham	Liz Metcalf: Liz.Metcalf@oldham.gov.uk Holly Richards: Holly.Richards@oldham.gov.uk
East Oldham	Laura Williams: Laura.williams@oldham.gov.uk Claire Burton: Claire.burton@oldham.gov.uk
Failsworth & Hollinwood	Ailsa Burton: ailsa.burton@oldham.gov.uk Cherice Stonell: Cherice.Stonell@oldham.gov.uk

Transition Document for Early Years

Transition Form for School		School Name:			
First Name		Surname			
Date of Birth		Age in Months		Number in family	
Religion		Ethnic origin:			
Gypsy/Roma/Traveller <input type="checkbox"/> Asylum Seeker <input type="checkbox"/> Refugee <input type="checkbox"/>					
Country of Birth		English as additional language	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Date of arrival to UK (if relevant):		Looked after Child	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Language spoken at home		Language written at home			

Early Years setting/Children's Centre attended including contact name & number	Start date	Date of leaving	Full/Part time
Attendance patterns			
COVID 19 attendance information (please provide information regarding whether the child has missed part of their education due to COVID 19 and for how long)			

General Information	
Personal Care (Toileting etc)	
Independence (Dressing etc)	
Allergies	
Dietary Requirements	

Medical Needs	
Home and family information including Social, Emotional and Well-being of the child (this section could be completed with or by the parent/carer and should include information regarding how the child has been during COVID 19)	

Special Educational Needs			Safeguarding			
No Educational Need (N)	SEN Support (K)	Educational Health Care Plan (EHCP)	Early Help Offer (EHO)	Child in need (CIN)	Child Protection Plan (CPP)	Looked After Child (LAC)

Any Professionals supporting the child: Health Visitor, Social Worker, Speech & Lang etc	
Please add additional information at the back of this form	
Name, Service, Contact no.	Start Date

Child's Latest Assessment Information; Please enter the age and stage the child is currently working within at your last assessment date. Please add if they are emerging, developing or secure.								
Date of Last Assessment:					Age in Months:			
Personal, Social and Emotional Development				Communication and Language			Physical	
Making Relationships	Self-Confidence & Self Awareness	Managing Feelings & Behaviour	Listening & Attention	Understanding	Speaking	Moving & Handling	Health & Self Care	
Literacy		Maths		Understanding of the World			Expressive Art and Design	
Reading	Writing	Numbers	Shape space & Measure	People & communities	The world	Technology	Exploring and using Media and Materials	Being Imaginative
Is the child emerging, expected or exceeding in their development? (Please select one)								
Emerging <input type="checkbox"/>			Expected <input type="checkbox"/>			Exceeding <input type="checkbox"/>		
Targets and Next Steps (Please provide any targets or next steps which will help and support a smooth transition)								

SUPPORTING TRANSITION TO YEAR 1

Support Available for Schools

The local authority has commissioned Early Years Matters to provide some online virtual training, the purpose of the training is to support lower KS1 leaders and teachers in leading and managing transition from Reception into Year 1, after an incomplete year in school.

The course will enable participants to consider key issues in effective transition between two distinct phases of education, recognising the needs of children and the demands of the Year One curriculum. Participants will be encouraged to focus on priorities for their own school and to consider ways of developing practices through action planning.

The focus of the session will be:

- Aims and principles of smooth transition between EYFS and Year 1.
- Focusing on the needs of young children and ways 4, 5 and 6 years olds learn.
- Creating Continuity: exemplifying classroom organisation in Year 1.
- Exploring effective pedagogy to support young learners by building on children's achievements.
- Transition audit and action planning.

The virtual training session will take place on **Tuesday 23 June 2020 at 3:00pm – 4:30pm** and will be via Microsoft Teams. To book a place please contact susan.murray@oldham.gov.uk

Following on from the training session Early Years Matters will be providing some question and answer drop in sessions, these will take place on **Tuesday 30 June 2020**, further guidance about booking a time slot will be provided during the training session.

Yours faithfully

Laura Williams
Challenge and Intervention Officer – Early Years
Mobile: 07866150573
Email: laura.williams@oldham.gov.uk

The handouts from these sessions can be found in the appendices section of this document, titled: Supporting Transition from Reception to Year 1 - following break in schooling due to Covid-19

SUPPORTING TRANSITION TO YEAR 7

Introduction

Transition into a new setting is a challenge most children overcome every year through the use of good planning and preparation. Some children need additional planning and preparation and this year it is likely that more will be needed and possibly for a larger group of children. None of us have been in this situation before and consequently instead of being able to reference evidence-based practice we will have to refer to practice-based evidence, i.e. we will learn from doing this and sharing quickly what works best with each other.

We can start with some basic principles though and some constructs to guide our thinking and planning. We are going to need to accept that whilst we have all been in this together, we have not all had the same experience. Some children have enjoyed home learning and benefitted from it and some have not. There will be different states of readiness to learn again and different levels of resilience within children. We are going to need to prioritise the well-being of all new-to-us children in order to overcome anxieties and build a sense of belonging again.

This document will support you in your planning and delivery, whether sending children onwards in the best position they can be or welcoming in new children. It sits alongside other documents you can access (see Appendix 1). It covers planning and delivery for all pupils around transition, identifying pupils who may have additional support needs in relation to transition and how to plan their support, as well as considerations for pupils with special educational needs in a number of key areas.

Key Principles

- Everything is uncertain at the moment and information and guidance are changing. It's ok not to have all the answers. In these times we cannot refer to evidence-based practice but will need to refer to practice-based evidence.
- We are not living in normal times and understandable expectations and wishes of staff and students to return to normal will need to be managed.
- Relationships, relationships, relationships (see the 'Recovery Curriculum' for Oldham document for more information on this).
- Both staff and pupils need to feel safe and secure and engendering a sense of secure endings and of belonging to a new setting will be key to successful transition.
- Normal forms of communication may be compromised. Families may not have access to the support they would usually use to translate any written communication. For those with English as an additional language consideration will need to be given to how information is communicated if access to translators is not available.
- Sharing stories will be important. People's experiences of this period will be very different and assuming we've all 'been in the same boat' is unhelpful.
- This document focuses on the transition from Year 6 to Year 7 but all transitions are important; especially for vulnerable students and this document may also support the thinking around other transitions.

Planning for Transition

Ordinarily schools will have well-rehearsed systems for supporting transition but during the period of this pandemic certain usual practices won't be possible, for example the Year 6 move up day, school leaving events, the 'rites of passage' like signing t-shirts and parties, will not be able to take place in the usual way. There will therefore need to be some additional considerations given to supporting the transition of all pupils and more careful consideration given to those pupils with additional vulnerabilities (please see additional offer section).

Guidance for Primary Schools

Communication

- *What to communicate to parents and when?* Sooner is likely to be best as parents are likely to be anxious and knowing that school is thinking about and planning carefully for their child's transition will be helpful. Year 6 Parents evenings will not be taking place in the same way and these were often used as an opportunity for parents to meet key staff from the secondary school. *What alternatives might be offered for parents to virtually meet key staff? What might be the best way for parents to find out information?* Some schools are using texts to alert parents of information that is being posted on school websites.
- Having a separate and clearly marked section of the website for transition. Have key contacts clearly displayed e.g. Transition Lead, SENCO, Safeguarding Lead.
- Sending regular newsletters to begin to build connectedness to the new setting and a sense of belonging.

Remainder of year 6/ leaving year 6

- Year 6 pupils are one of the first targeted groups for coming back to school at the earliest on the 1 June but consideration may need to be given to how to include and keep in touch with pupils who do not return immediately (or at all). It will be important that these pupils know they are being kept in mind particularly as many of their peers will have returned. Ideally and following data governance and safeguarding policies of your school, communication should be 2 way via video chat or phone calls or via school email or letters if these are not possible.
- *What alternative arrangements can be made where school's usual leavers' rituals cannot be done in the usual way?* Some of Year 6 will be in school but how will school include those who have not returned and / or are shielding? Can there be a virtual leavers' assembly? Or a leavers year book etc. Some schools are planning for their Y6 students to have an opportunity to come back to school to have a leavers' event at a time when restrictions are relaxed sufficiently to allow this.
- Are there some skills that they can begin to practise that they will need in secondary school – e.g. reading timetables.

Resources	<ul style="list-style-type: none"> • Are you able to adapt your usual transition resources and interventions for those not attending school? • Do you need to access some additional transition resources? • How can any Y6s not able to attend school be included in transition activities.
Pupil involvement	<ul style="list-style-type: none"> • <i>How will you involve the pupils in their transition?</i> Not being involved in discussion and decisions was a theme from a recent focus group activity with the Oldham Youth Council¹. How will students' views – what they are excited about and what they are worried about - be canvassed and addressed? What do they want their new teachers to know about them and how will this be communicated to the secondary school?
Information sharing	<ul style="list-style-type: none"> • What information about individual Y6 should be shared with the secondary school? This should include consideration of safeguarding information.
Further support	<ul style="list-style-type: none"> • A list of services who are available for support is provided within this booklet.

Additional Support around Emotional Health and Mental Wellbeing during Transition from Year 6 to 7: Primaries

Many Oldham schools have staff trained in the Skills for Life curriculum for social and emotional learning as part of their embedding of the whole school approach to emotional health and mental wellbeing.

For schools who have already engaged in Skills for Life Curriculum training with the Mental Wellbeing team, there is an opportunity to training further members of staff to implement the Passport curriculum as part of the Recovery Curriculum. This will help support year 6 pupils with coping and social skills which will support their current return to school, and also help prepare them for transition to secondary.

If you wish to access this offer, please email Chrissy Orson: Mental Wellbeing Advisor – Chrissy.orson@oldham.gov.uk

Partnership for Children (UK Skills for Life providers) have produced resources which to help parents and teachers support pupils in managing difficult feelings which may be connected to the pandemic. These are available [here](#) and can be freely accessed even where schools do not have staff trained in the programme. These resources could also be sent to parents who have children in year 6 (or other years) who are not returning to school.

¹ See <https://oldhamoa.files.wordpress.com/2020/03/semh-report-2020-17-feb-20.pdf> for the Our Minds, Our Voices report

Guidance for Secondary Schools

Before Pupils Arrive

Communication	<ul style="list-style-type: none"> • <i>What to communicate to parents and when?</i> Sooner is likely to be the best as parents are likely to be anxious and knowing that school is thinking about and planning carefully for their child's transition will be helpful. <i>What might be the best way for parents to find out information?</i> Some schools are using texts to alert parents of information that is being posted on school websites.
Getting to know staff and the setting	<ul style="list-style-type: none"> • Can alternative methods of introducing staff be used for example using video messages to introduce key members of staff and a photograph and name for each teacher (when this is known). • Providing an induction pack – containing for example their timetable, equipment list and FAQ. • It is unlikely that pupils will be able to visit their secondary school, but could virtual tours be recorded together with a map including key information? Key information will include social distancing measures, how classrooms will look, any one-way systems and signage to look out for. • <i>How will new ways of working, considering the status of the pandemic at that time, be communicated?</i> This may need to be done closer to the start of the new year as advice and guidance may well be different to what is current now. • Are there any adaptations to the uniform needed for example to accommodate the need for easy regular washing? Communicating this as early as possible to parents will support their preparation for their child. • Can pupils access the timetable before arriving together with timings of the day? There may be added complications if there are to be staggered start / finish and break times. • How will pupils who are unlikely to be able to be in school in September be included?
Relationships with peers	<ul style="list-style-type: none"> • How to support the building and rebuilding of friendships and relationships? Activities in the first few weeks will be crucial. • Where schools have a large number of feeder primary schools, the pupils will not have the same opportunities to mix as they would normally and to establish new friendship networks. Are there ways that children can meet each other virtually before arriving? Perhaps in their 'bubble' group or tutor groups depending on the guidance at the time. What might be the logistic difficulties with this?
Resources	<ul style="list-style-type: none"> • Are you able to adapt your usual transition resources and interventions for those not attending school?
Pupil involvement	<ul style="list-style-type: none"> • How will pupil views be gained and used in planning transition?
Information sharing	<ul style="list-style-type: none"> • What information is needed and how and when should it be asked for?
Training	<ul style="list-style-type: none"> • <i>Are staff up to date with basic training around attachment, emotion, trauma, bereavement and safeguarding as these are likely to be particularly relevant at this time?</i> There are current training offers around these areas from the local authority.

Transport	<ul style="list-style-type: none"> Depending on the status of the pandemic there may be ongoing issues with transport e.g. reduced space on buses. What plans need to be put in place to ensure all pupils are able to arrive at school? There may be further complications if start and finish times are to be staggered.
Further support	<ul style="list-style-type: none"> A list of services who are available for support is provided within this booklet
<i>On Arrival</i>	
Settling in to the new school	<ul style="list-style-type: none"> How to set out clear routines and expectations and make sure they are explained and reinforced. This might particularly need to be the case in relation to social distancing and hygiene. Using the recovery curriculum as a framework (See Appendix 1). The importance of pupils feeling safe and settled. Academic assessments are best avoided in the first few days and it will be best to be mindful of other academic demands e.g. homework. The extent to which pupils will have had very different experiences and how to make time in the curriculum for them to explore and process their experiences - for example things they are sad/ happy about, things they learnt / forgot, things that helped/didn't help. Pupils will be experiencing lots of emotions, some may be coping well, others frustrated that things are not the same – validate and acknowledge <u>all</u> emotions. Creating memory books / personal highlights and success reminders. Giving pupils the opportunity to share what they have learned- not just the academic but things like gardening, baking, computer games, helping others etc. Recognising and celebrating coping strategies, positive experiences and resilience is important. <i>How will any pupils who are unable to start in September be included?</i> It will be important that they know they are 'being kept in mind' and involved in school life as much as possible to promote a sense of belonging. Are there technological solutions that might enable these pupils to attend at least some classes virtually? The impact on parent/ carer working arrangements if schools are not at the point where all pupils are in or are in part time etc.
Relationships with peers	<ul style="list-style-type: none"> <i>How can pupils be supported in developing a peer group with social distancing and potentially using a bubble model of small groups of pupils?</i> Consideration will need to be given to accommodating current friendship groups and wishes of pupils themselves. Where schools have a large number of feeder primary schools, the pupils will not have the same opportunities to mix as they would normally and to establish new friendship networks. Are there ways that children can meet each other virtually before arriving? Perhaps in their 'bubble' group or tutor groups depending on the situation. What might be the logistic difficulties with this? How will any pupils who are not able to start in September be supported to develop/ maintain friendships?
Further support	<ul style="list-style-type: none"> A list of services is provided at the end of the booklet who are available for support.

Additional Support around Emotional Health and Mental Wellbeing during Transition from year 6 to 7: Secondaries

The Mental Wellbeing Team have been working with Bounce Forward to bring an evidenced based approach to teaching resilience as an explicit curriculum in Oldham schools. Oldham is the only authority in England to have a consistent approach reaching secondary, post 16 and special schools students aged 11+, and this offer can form part of the curriculum offer provided by secondaries receiving new year 7 pupils through transition.

There are two fully-funded courses which can provide school staff with knowledge and lessons to deliver to pupils in year 7. Teach Resilience is for staff who have not yet accessed the Bounce Forward Resilience Skills training. Social Media Investigated and Mental Illness Investigated is new content, and so is suitable for staff who have already been trained or new staff.

Each of the courses comes with high quality digital lesson plans and resources ready for use in the classroom (Please note each of these is a hyperlink to full details and booking information):

1. [Teach Resilience](#) – 30 June 2020 and Autumn term [date tbc] (6 lessons for ages 10-12 with additional lessons for later years available).
2. [Social Media Investigated](#) – 10 July or 28 September 2020 (14 lessons for ages 10-14+)

Additional Offer

Ordinarily schools will have well-rehearsed systems for supporting transition but during the period of this pandemic certain usual practices won't be possible, for example the year 6 move up day, school leaving events, the 'rites of passage' like signing t-shirts and parties, will not be able to take place in the usual way. There will therefore need to be some additional considerations given to supporting the transition of all pupils and more careful consideration given to those pupils with additional vulnerabilities.

Identifying children who may Benefit from Additional Support through Transition from Year 6 to Year 7

The previous section was about the consideration needed for all students and the universal offer. For those with additional vulnerabilities, including SEN and those with an EHC plan, some additional support is likely to be needed. The first step will be to identify those pupils who may need additional support.

When considering which children in Year 6 may benefit from additional input now or on arrival, the current school may want to use the Secondary Transition Adjustment tool (START), developed by the Nuffield Foundation which has been shown to have high reliability. Ordinarily, parents and Year 6 teachers rate children separately on the scaling questions below with answers guiding areas of intervention.

- Parents and carers (pre-transition): Do you expect your child to settle in well at secondary school?
- Teachers (pre-transition): Do you expect this child to settle in well at secondary school?

	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1 Academically	1	2	3	4	5
2 Socially (with peers)	1	2	3	4	5
3 Socially (with teachers)	1	2	3	4	5
4 To the new routine	1	2	3	4	5

Those children scoring 12 or below may be a starting point for identifying those children that may need some additional support around transition. Consideration may also need to be given to any pupils who have a score of 1 or 2 in any area.

Schools will then need to consider what the additional offer over and above the universal offer for all pupils needs to be for those identified as vulnerable around transition.

Guidance for Primary Schools: Additional Offer

Communication

- Virtual Transition meetings with the secondary SENCO and other relevant professionals should be in place for those children with EHC plans, but those with SEN support plans will also need planning around to ensure a smooth transition and that appropriate provision is in place on arrival at secondary.

Remainder of year 6/ leaving year 6

- For those Y6 who do not return to school will there be opportunities for staff who may have been supporting over a long period of time to say goodbye?

Resources

- Could you use the START questionnaire in this document to identify those pupils who may be more vulnerable at transition and need additional support to your universal transition offer?
- Can you put together transition support plans for vulnerable students who have/have not been attending and share with the secondary SENCO/ Key member of staff.

Pupil involvement

- The importance of gaining pupils views, asking key questions around how to support them best, their like/ dislikes, what worries they have etc. A one-page profile² as mentioned earlier is a useful way to do this or it might be done as part of a transition document. (Authenticity of pupil voice is important, and the first person should only be used if it is something that the pupil has actually said.)
- Can the vulnerable Y6 pupils be supported in preparing a one-page profile that they can share with new staff (particularly for example their key worker etc).

Information sharing

- What information, reports etc need to be sent to the secondary SENCO?
- Does there need to be a Health Care Plan (Please refer to the latest Creating a Health Care Plan guidance as needed.

Further support

- A list of services is provided at the end of the booklet who are available for support.

² See <http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/> for more information on one page profiles

Before Pupils Arrive

Communication

- Transition meetings with the Primary SENCO and other relevant professionals should be in place for those children with EHC plan and those with SEN support plans to ensure a smooth transition and that appropriate provision is in place on arrival at secondary.

Getting to know staff and the setting

- Having a welcome video from the Head Teacher/ Head of Year 7 and Pastoral Lead and introduce key members of staff.
- How will pupil information be used to support the development of relationships with new staff? Consideration could be given to sharing one-page profiles.
- Which pupils may benefit from adapted timetables – using colour coding and or symbols/ photographs etc.
- The readability of any information provided. Developmentally appropriate language should be used and the use of photographs to explain the details of their first day. Consideration of when this will be sent will be needed and will need to be when such details are finalised and unlikely to be changed.
- Putting together a video tour of the school including drop off area and school entrance.
- Having a visual 'where to find'.
- Working on 'what if' situations. Providing solutions and giving opportunity to practice beforehand will be helpful. For example, what if I miss the bus, forget my dinner money, get lost in school etc.
- Have a buddy or mentor available.
- Liaising with the feeder school to find out about their social distancing requirements and rehearsing what social distancing may look like in the various settings with the Y6 who are heading to the various destinations.
- Creating organisational toolkits to help children be organised with materials time tables etc.

Relationships with peers

- What additional support can be offered to those who have been identified as requiring some additional support. Might there be some benefit in having additional activities for some?

Resources

- Could you use the START questionnaire later in this document to identify those pupils who may be more vulnerable at transition and need additional support to your universal transition offer?
- Can you put together transition support plans for these students who have/have not been attending and share with the secondary SENCO/ Key member of staff.

Pupil involvement

- How will pupil views be gained and used in planning transition?

Information sharing

- What information, reports etc will you need in order to effectively plan for those needing additional support?

Training

- Have any targeted interventions been identified in the transition plan? How and when will key staff been identified and briefed? Do they require any additional specific training?

Transport	<ul style="list-style-type: none"> • Have any difficulties with travelling to school been identified in the transition plan?
Further support	<ul style="list-style-type: none"> • A list of services is provided at the end of the booklet who are available for support.
<i>On Arrival</i>	
Settling in to the new school	<ul style="list-style-type: none"> • Individual introductions to key members of staff when they arrive. • Whether they need additional support /instruction around any specific expectations – e.g. hygiene and social distancing. • The need to differentiate instructions, thinking about the length and complexity of language used that may be difficult for some pupils to understand. • How will detailed information be communicated to subject staff? This will need to include information about appropriate differentiation and current skill levels as best as they are known and appropriate interventions/ approaches. • Whether some pupils may need a phased induction.
Relationships with peers	<ul style="list-style-type: none"> • What additional measures might be needed (see section of SEND for more detail).
Further support	<ul style="list-style-type: none"> • A list of services who are available for support is provided within this booklet.

Specific Considerations for SEND Children

Language and communication

Have you considered?

- Breaking down longer instructions into chunks to allow pupils time to process the information they're hearing?
- The complexity of adult's use of language within the classroom? Can you simplify an instruction, or say the same thing but using fewer words or a less complex sentence structure?
- Checking back that pupils have understood – can they tell you what you've asked them to do or act on the information they've heard?
- Using visual supports to help make your classroom a more communication friendly place?
- Is information about transition presented in clear, unambiguous language accompanied by relevant visuals where appropriate?
- Avoiding non-literal or ambiguous language?

Resources to support transition:

<https://www.blacksheeppress.co.uk/product/talking-about-secondary-school/>

- Elklan Secondary Language Builders
<https://elklantraining.worldsecuresystems.com/11-16s/secondary-language-builders>
- I Can Activity pack for Y6 – Moving On
<https://ican.org.uk/shop/moving-on-activity-pack-for-year-6-children/>
- Progression Tools
<https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/progression-tools-secondary/>
- Universally Speaking (a guide to the ages and stages of children's communication development)
<https://www.thecommunicationtrust.org.uk/resources/resources-for-practitioners/universally-speaking.aspx>
- Chatterpack – SLCN (and general SEND) links/resources
<https://chatterpack.net/blogs/blog/list-of-free-speech-language-communication-and-send-resources-for-schools-and-parent-carers>
- CPD online short course – An Introduction to speech, language and communication:
<https://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/>

Dyslexia

Have you considered?

- Having the FAQ document available in audio format?
- Colour coded timetables, books and door stickers and a large timetable for home use.
- Home/School communications systems.

Resources to support transition:

- <https://www.callscotland.org.uk/information/dyslexia/>
- <http://addressingdyslexia.org/transitions>
- <https://nasen.org.uk/uploads/assets/e227fce8-87f7-4630-bc4606a87e2bec53/Supporting-pupils-with-SID.pdf>
- <https://www.twinkl.co.uk/resource/t-s-2546844-supporting-dyslexia-in-ks2-resource-pack>

ASD

Have you considered?

- Whether the pupil may need a different return pattern to the majority of other Y7s. This could mean that the pupil returns later than their peers. They may need initial short familiarisation visits to process their new environment. If this is required, this should be communicated with the pupil.
- Producing appropriate transition visual aids e.g. a Social Story, Secondary School Transition book. Primary Schools could produce a Social Story around the upcoming changes and Secondary Provisions may be better placed to produce a specific Transition Booklet.
- Information provided should be presented in small chunks with clear, precise sentences. It should be direct and factual with information explained in a way that the pupil understands.
- Whether a guide / support parents on how to use the Social Story and transition booklet. Advise to work through in stages so the pupil does not become overwhelmed. Parents could receive weekly emails informing them of which pages to work through.

Secondary School - First Day Preparation

- Consider that the pupil's senses may be more heightened therefore they may require more sensory support. Pupils may be stimming more as a form of self-regulation due to high anxiety levels or feeling overwhelmed. Is there additional space available to support them if required?
- Whether more frequent breaks may be required – could these be incorporated into the timetable.
- Reviewing visual stimulation in the school environment. Could some displays be visually over stimulating?
- How in-going support is arranged for pupils with Autism who may need longer than their peers to settle.

- Are there Social stories or other forms of information ready regarding situations that may increase anxiety levels e.g. what if someone coughs?
- What additional support may be needed for pupils with ASD around social interaction and understanding current and changing social interaction rules (as and when social distancing restrictions change).

Resources to support transition

- AET transition Toolkit – Alice Stobart
<https://www.autismeducationtrust.org.uk/>
- <https://councilfordisabledchildren.org.uk/sites/default/files/field/attachment/transitiontoolkit.pdf>



- The National Autistic Society
<https://www.autism.org.uk/professionals/teachers/transition-tips.aspx>
- Grange Park School - The Transition Project
<https://network.autism.org.uk/good-practice/evidence-base/autism-transitioning-primary-secondary-school>
- <https://www.reachoutasc.com>
- <https://www.schudio.tv/courses/preparing-autistic-send-children-for-going-back-to->
- <http://www.starsteam.org.uk/>

Social, Emotional and Mental Health

Have you considered?

- Whether needs identified pre Covid have changed and whether provision needs re-adjusting to take the impact of the crisis into account?
- If additional time and resourcing will be needed for transition this year?
- How you will plan for the child's needs if the needs are likely to be short term and as a response to the Covid crisis?
- How you will plan and facilitate summer schools or enhanced transition visits for vulnerable pupils.
- What extra resourcing may be needed and how this will fit with possible reduced staffing levels?
- Whether the family have additional needs arising from the crisis i.e. loss of income, bereavement support etc and how you will support them and the pupil ?
- Teaching children how and when to ask for help remembering those who appear too self-reliant.
- The need for additional keyworkers in the secondary school or new school to monitor the possible increased numbers of pupils

who may be vulnerable on transition or need extra short-term support / resourcing.

- Creating break out or safe spaces for pupils unable to self-regulate or those needing reflection spaces.
- Monitoring systems to evaluate the effectiveness of short/longer term strategies.
- How school can work closely with the child and their parents or carers to gauge how well they are settling in.

Resources and strategies to support transition

- <https://www.mentalhealth.org.uk/sites/default/files/moving-on-15042013-d2125.pdf>
- <https://www.drumbeatasd.org/attachments/download.asp?file=315&type=pdf>
- https://www.nuffieldfoundation.org/sites/default/files/files/STAR_S_report.pdf
- [Anna Freud page link](https://www.partnershipforchildren.org.uk/)
- [Trauma Informed Schools UK - www.traumainformedschools.co.uk](https://www.traumainformedschools.co.uk/)



A Recovery Curriculum for Oldh

[Link to recovery curriculum –](#)

Vision Impairment

Have you considered?

School layout and access:

- **How children with a VI will be able to familiarise themselves with the modified layout of the building?** Videos showing the layout of the school would be particularly beneficial for those children who have some useful vision.
- **Visibility of the two-metre marking used?** Is the tape or paint used highly visible and does it contrast against its background?
- **Access to the building and one-way routes around school?** Are steps highlighted? Is signage, both existing and new of a suitable size, clarity and contrast? How will support be provided for those children who require sighted guiding?
- **What Covid19 guidance around the increased need for windows and doors to be open to allow air to circulate means for a child with the vision impairment.** E.g. if the windows are at head height and open into corridors or onto the playground, they could prove a hazard for a child who cannot see that they are open or for a child who has difficulties when outdoors due to the additional problems of glare.
- **Whether the evacuation procedures will need adapting?** Is a Personal Emergency Evacuation Plan (PEEP) needed?

- **Access to toilet facilities?** Routes from classrooms to facilities and the need for familiarisation with the facilities.

Curriculum access and the school day:

- **How to ensure that every member of staff (e.g. not just a child's usual subject teachers) in school has access to the information on the child's visual profile?** The visual profile outlines a child's individual needs and will details classroom strategies such as required print size, lighting conditions and seating positions. Visual profiles will be provided by the Sensory and Physical Support Service (SAPSS).
- **Accessing training from the Sensory and Physical Support Service around the specific needs of a child?** This can be delivered remotely via Microsoft Team for example.
- **Seating positions for children with a VI?** The two-metre distance rule will prove problematic for some children as they may not be able to see beyond two metres.
- **Access to assistive technology?** Where will a child collect their technology from? Are charging points available? Will additional technology be required for those children who can generally see staff when they are sat in front of the teacher's desk but may not be able to see them from the new extended distance of two-metres away?
- **How children with a VI access non-verbal cues from two metres away?** Additional verbal communication will be vital.
- **How children are going to locate a staff member if they can't get as close as they normally would to see them?** Could brightly coloured t-shirts be worn which are more easily accessible from a two-metre distance or could all staff wear high-visibility vests when working with a child with the visual impairment so they are more easily located from a distance?
- **How a child with a VI will access demonstrations e.g. of handwashing techniques and facilities used in school?** Could these be videoed to allow close-up demonstrations to be observed?
- **What Covid19 guidance around the increased use of outdoor spaces means for a child who has VI?** This can prove problematic for children with certain visual conditions such as albinism – please seek advice from SAPSS.
- **Pick up and drop off times?** Do any adaptations need to be made to the processes regarding pick up and drop off locations to allow parents to be within two -metres of the child for collection?
- **Visual access to online learning materials for home learning?** My Computer, My Way (<https://mcmw.abilitynet.org.uk/>) is an excellent resource which outlines accessibility options for a wide variety of difference devices e.g. phones, tablets and computers.

Resources to support transition

<https://www.rnib.org/health-social-and-education-professions/education-professionals/coronavirus-how-we-ca-help-you>

<https://www.henshaws.org.uk/knowledge-village/chioldren-young-people-and-families/>

Physical Disability

Have you considered?

- **Social distancing** – during certain activities it will not be possible to staff to maintain social distancing rules e.g. during personal care tasks, helping with feeding at lunchtimes. How is this going to be managed in school and is PPE available for staff who need it based pm current guidance?
- **Access to the building** – if different entrance and exit points are being used, are these accessible.
- **Routes around school** – will the CYP need to make alternatives routes around the school to avoid steps?
- **Use of ICT** – does the CYP need to use alternative ways to record their work? If so, do specific pieces of equipment need assigning to specific pupils to reduce the risks associated with sharing resources?
- **Personal care** – does the child need help with personal care routines. Do you have PPE for staff to use?
- **Cleaning** – equipment that the child uses may need cleaning daily, do you have the correct equipment and materials to do this?
- **Moving and handling** – if the CYOP needs moving and handling do staff have moving and handling training? Is PPE needed? Is there a care plan and risk assessment in place?

Resources to support transition:

<https://pdnet.org.uk>

Hearing Impairment

Ensure you have a copy of the CYP's profile – this will contain advice around level of hearing loss, equipment and useful strategies

Have you considered?

Equipment (hearing aids, cochlear implant processors, Bahas AND radio devices)

- Check with CYP that equipment is working – ensure parents / carers are actively involved to reduce need for intervention.
- Checking/cleaning hearing equipment daily using Visors (not masks) /gloves / antiviral wipes.
- Radio devices – be aware of hygiene recommendations (see link1 below) but continue to use this as this will support communication and social distancing.

Consider the emotional impact of being in school with amplification not working.

Environment:

- Choice of temporary classroom – rooms with a higher level of background noise / highly reverberant rooms like mobile classrooms / halls / gyms / science labs are harder spaces in which to hear especially when listening through amplification.
- Outdoor spaces will increase difficulty in hearing.
- Open windows / doors – will add to background noise and degrade the listening environment.
- Communication with a child with HI when practising social distancing of two metres – the effectiveness of hearing aids reduces beyond 1.5-2m.

Resources to support transition:

<https://www.batod.org.uk/resource/uk-assistive-listening-technology-working-group-and-batod-joint-advice/>

<https://www.ncds.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/>

DCD/Dyspraxia

Have you considered?

- Specific seating arrangements.
- Calmer environment for carrying out specific tasks.
- Buddy system for lunch and unstructured times.
- Support or organisational skills.
- Support to access clubs / activities.
- Support of social skills.
- Use of ICT.
- Uniform adaptations.
- Differentiated homework.

Resources to support transition:

www.dyspraxiafoundation.org.uk

Physical and sensory VI

- **How children with a VI will be able to familiarise themselves with the layout of the building?** Videos showing the layout of the school would be particularly beneficial for those children who have some useful vision.
- **Visibility of the two metre markings used?** Is the tape or paint used highly visible and does it contrast against its background?
- **Access to the building and one-way routes around school?** Are steps highlighted? Is signage, both existing and new, of a suitable size, clarity and contrast? How will support be provided for those children who require sighted guiding?
- **Whether evacuation procedures will need adapting?** Is a PEEP needed?
- **Access to toilet facilities?** Routes from classrooms to facilities and the need for familiarisation with the facilities.
- **What Covid 19 guidance around the increased need for windows to be open to allow air to circulate means for a child with a vision impairment?** E.g. if the windows are at head height and open into corridors or onto the playground they could prove a hazard for a child who cannot see that they are open or for a child who has difficulties when outdoors due to the additional problems of glare

Physical and Sensory PD

Have you considered?

- Social distancing – during certain activities it will not be possible for staff to maintain social distancing rules e.g. during personal care tasks, helping with feeding at lunchtimes. How is this going to be managed in school and is PPE available for staff who need it based on current guidance?
- Access to the building – will the CYP need to use a different entrance?
- Routes around school – will the CYP need to take alternative routes around school to avoid steps?
- Time to move around school – it may take the CYP longer to move between lessons so should they leave five (5) minutes before the bell goes? If this is the time when homework is given out, can alternative arrangements be made?
- Carrying equipment – is the CYP able to carry their bag and other equipment around school?
- Can the child manage the full school day initially? For some CYP a shortened day may be appropriate, this can be built up as the child's stamina improves.
- Are all learning activities accessible? What about the subjects when CYP sit on high stools?
- Use of ICT – does the CYP need to use alternative ways to record their work?

- Personal care – does the child need help with personal care routines? Do you have PPE (disposable gloves and aprons) for staff to use?
- Lunchtimes – Are the tables and chairs used at lunchtime accessible? Is alternative seating needed? Does the CYP need longer to eat than their peers? Do they need to go for lunch earlier when the hall is quieter?
- Equipment – Do you have all the equipment that the child will need in school? This may include seating, a changing bed and a hoist depending on the needs of the CYP. Where will the equipment be stored?
- Cleaning – equipment that the child uses may need cleaning daily, do you have the correct equipment and materials to do this? Who will carry out this task?
- Moving and handling – if the CYP needs moving and handling do staff have moving and handling training? Is there a care plan and risk assessment in place?
- Medication – will the child need to take medication during the school day? Do you have signed parental permission to administer this and a way of recording when it has been given?
- Advice from medical professionals e.g. Physiotherapist and Occupational Therapist, Speech and Language Therapist – have you received advice from other professionals? Is there a programme to follow in school?

Physical and Sensory HI

Ensure you have a copy of the CYP's profile – this will contain advice around level of loss, equipment and useful strategies.

Have you considered?

Equipment (hearing aids, cochlear implant processors, Bahas AND radio devices):

- Asking the CYP if their hearing equipment is working.
- Checking/cleaning hearing equipment daily using Visors*/gloves/antiviral wipes? Training if new to this process? (Via Teams). *cough reflex if you put something in an ear/maintains good access to lip patterns and facial expressions.
- batteries in hearing aids/cochlear implant. processors/Bahas and radio transmitters charged. Best practice is to check amplification every day prior to socialising/ learning. Involve parents to reduce risk.
- Radio devices - be aware of hygiene recommendations.

Consider the emotional impact of being in school with amplification not working

Environment:

- Choice of classroom/learning space for CYP with HI – rooms with a higher level of background noise/highly

reverberant rooms like mobile classrooms / halls / gym / science labs are harder spaces in which to hear. **Outdoor spaces may increase difficulty hearing.**

- Position of CYP in the classroom.
- seat the CYP with HI near the front and to one side, avoid seating a child with HI next to noisy equipment: a computer/heater /fan/window etc. **Open windows– will add to background noise.**
- Practicalities of communicating with a child with HI - the effectiveness of hearing aids reduces beyond 1.5-2m (**Covid19 two-metre social distancing is recommended**). Consider communication with teacher and peers.
- some children may have radio devices which helps them hear better over distance – hygiene.
- consider teaching strategies – see profile.
- Increased use of outdoor spaces – will result in CYP being further away from teacher/instruction.

Additional considerations:

- Consider using additional visual clues and resources to support learning.
- Differentiating language when necessary
- Make allowances for the additional concentration needed to listen through amplification
- Use of screens - the CYP may not hear teachers' comments made simultaneously.
- Behaviour may change if a CYP cannot hear/access learning easily.

DCD/Dyspraxia

Have you considered?

- Specific seating arrangements.
- Calmer environment for carrying out specific tasks.
- Buddy system for lunch & unstructured times.
- Support for organisational skills.
- Support to access clubs / activities.
- Use of ICT.
- Uniform adaptations.
- Differentiated homework.

Websites:

Transition Document for Year 6 to 7



Oldham Secondary and Primary Transition Pro-forma 2020

YEAR 6 INFORMATION REQUEST:

Please ensure that key staff such as SENCO, DSL & Class Teacher have an oversight

Name of Primary:	
Pupil Name:	
Gender	Male / Female
Date of Birth:	
UPN:	
Address	
Named Key Primary Parent/Guardian	
Key Parent/Guardian Mobile/Telephone.	
Key Parent/Guardian Email.	

Additional Needs	Please Tick	Additional Needs	Please Tick
G&T		SEN Support	
EAL		IHCP	
LAC		EHC	
Early Help		Home Language if not English (Please specify)	
FSM/EVE6/post LAC/ SGO		New arrival	
Jigsaw (Behaviour Support)		Fresh Start	
CinN/ CP/ Watch list		Exclusions Y/N please attach details if Y	

Any outside agencies involved: Please also provide a chronology of any referrals to MASH/Early Help/ Health or contact details of the member of staff responsible for coordination in school if more appropriate. Please also include the same of any key professionals (SALT therapists' Social worker etc.)

Teacher Assessment – Above/At/Below age-related expectations

English TA

Maths TA

	Reading
	Writing

--

Reading Age: _____

Date of Assessment _____

Attendance % _____

ANY AREAS OF STRENGTH/CONCERN - PLEASE COMMENT AS NECESSARY

Strengths	Concerns
Behaviour	
Literacy	
Numeracy	
Emotional	
Social	
Other	

STRATEGIES *We have found this very useful:*

Interests/Achievements:

Medical: Attach IHCP plan

Signed _____ DSL



POSITIVE STEPS
SUPPORT | CHALLENGE | CHANGE

SUPPORTING POST 16 TRANSITIONS

Supporting Participation of young people aged 16+ - good practice examples

Created by Oldham Council, Positive Steps and Oldham Training and Personal Development Network.

Continued engagement activity with prospective / returning students

Maintaining regular contact with prospective students before they officially enrol is supportive and makes it more likely that they will join/return in August / September. This helps young people feel welcomed and connected and is particularly important during this period of sustained inactivity.

Virtual Tours of Buildings

Entering an unfamiliar building can be daunting, and in the absence of a physical tour, this is the next best thing. Don't forget to include toilets, eating areas (how to queue and buy), how to access the building (swipe cards, etc.), where to go and what to do during free periods, library and mentor support offices in your tour.

Buddy systems

Existing students supporting new students to settle into the virtual environment and be available for questions when required.

Furthermore, is there scope to introduce new students to each other over the summer, virtually, so they can build friendships before starting college/training?

Key workers

Identify a staff member as a virtual contact so the new young person has a member of staff they are familiar with before they begin the course.

Pre-programme activities	Offer prospective students' activities relevant to their course, to engage them and create a sense of belonging. The activities will reduce the natural regression we see during the summer period and reduce further regression during the extended period of non-activity.
Virtual Chat	Create a virtual chat facility on provider websites with a member of staff so young people can ask questions, privately, remotely and when they want to.
Social Stories	The use of social stories may be particularly helpful to the SEND cohort to support them with the transition to College, either virtual or the introduction of safe physical access.
Increased summer transition activity	To make young people feel a part of the provider community and feel welcomed, the provision of transition activities, both online and face to face where available can reduce transition anxieties for both young people and families.
Links with Careers Advisers	Careers Advisers linked to the young person's previous school can support providers to engage harder to reach young people.
Online Induction Activity	To ensure anxiety is reduced regarding placements, online inductions can provide reassurance to young people and families that destinations are secure.
FAQs	Providing a frequently asked questions page on your website can ensure families and young people have easy access to common queries. You may also want to consider how easy it is for people to ask questions: Is there a helpline? Is live chat an option?
"How to" links	As this year will be different to all other years, a section on your website dedicated to providing videos and instructions on how your learning site will operate at the start of the academic year will support learners to understand and feel more confident to "arrive" in August/September.

Enhanced Enrolment	Consider what this might look and feel like for young people. Is there anything you can do to offer additional support to a cohort of young people who have not been in education since March? Do they need a tour of the building? Perhaps they would benefit from a chance to see their classrooms, speak to staff and look at the college facilities?
A day in the life	Create a video showing “a day in the life of a student/apprentice” would help young people to understand what to expect and what is expected when arriving at your setting.
Class mixer’s	Whether it’s a virtual get together or you can facilitate physical meet ups, opportunities for the class to “get together” before the start of term is a great way to introduce students to each other and enable them to begin to form friendships before the work starts.

Additional Support around Emotional Health and Mental Wellbeing during Transition from year 11 to 12

The Mental Wellbeing Team have been working with Bounce Forward to bring an evidenced based approach to teaching resilience as an explicit curriculum in Oldham schools. Oldham is the only authority in England to have a consistent approach reaching secondary, post 16 and special schools students aged 11+, and this offer can form part of the curriculum offer provided by colleges receiving new year 12 pupils through transition.

There are three fully-funded courses which can provide school staff with knowledge and lessons to deliver to pupils. Teach Resilience is for staff who have not yet accessed the Bounce Forward Resilience Skills training. Social Media Investigated and Mental Illness Investigated is new content, and so is suitable for staff who have already been trained or new staff.

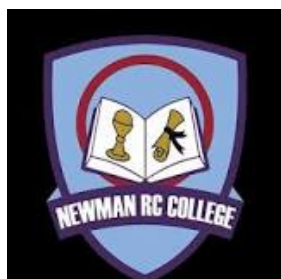
Each of the courses comes with high quality digital lesson plans and resources ready for use in the classroom (Please note each of these is a hyperlink to full details and booking information):

1. [Teach Resilience](#) – 30 June and Autumn term [date tbc] (6 lessons for ages 10-12 with additional lessons for later years available).
2. [Social Media Investigated](#) – 10 July or 28 September (14 lessons for ages 10-14+).
3. [Mental Illness Investigated](#) – 2 July or 30 September (7 lessons for ages 13-16+).

APPENDICES

Transition Contacts

Transition Contacts: Secondary



**Blessed
John Henry
Newman RC
College**

Headteacher:
Mr Glyn Potts

Main school telephone number:
0161 785 8558

School Prospectus Link:
<https://www.newmanrc.oldham.sch.uk/information/college-prospectus/>

Transition Link:
<https://www.newmanrc.oldham.sch.uk/transition-2020/>

Transition email address for parents/carers:
Transition@newmanrc.oldham.sch.uk

Senior Lead linked to transition:

Mrs Nicola Foley
n.foley@newmanrc.oldham.sch.uk

Head of Year 7:

Miss Chloe Statham
c.statham@newmanrc.oldham.sch.uk

Year 7 Pastoral Leader:

Miss Michelle Collins
m.collins@newmanrc.oldham.sch.uk

**Designated Safeguarding
Lead:**

Mrs Joanne Green
j.green@newmanrc.oldham.sch.uk

SENCO:

Mr Terry Hart
t.hart@newmanrc.oldham.sch.uk

EAL Lead: Post currently vacant.

support via Ms Parvian Akhtar
p.akhtar@newmanrc.oldham.sch.uk



Blue Coat School

Headteacher:
Mr Rob Higgins

Main school telephone number:
0161 624 1484

Transition Website Link:
<https://www.blue-coat.org/admissions/new-year-7-information/>

School Prospectus:
<https://www.blue-coat.org/admissions/prospectus/>

Transition email address for parents/carers:
Studentservices@blue-coat.org

Senior Lead linked to transition:

Dave Kelly
dkelly@blue-coat.org

Head of Year 7:

Jess Rothwell
jrothwell@blue-coat.org

**Key Stage 3 Pastoral
Leader:**

Nicky Ford
nford@blue-coat.org

**Designated Safeguarding
Lead:**

Mike Anderson
manderson@blue-coat.org

SENCO:

Lauran Underwood
lunderwood@blue-coat.org

Further information: In the first instance, if you have a query, please use the email addresses above.



**Co-op
Academy
Failsworth**

Headteacher:
Mr Phill Quirk

Main school telephone number:
0161 688 3900

Transition Website Link:
<https://failsworth.coopacademies.co.uk/parents/year-6-transition/>

School Prospectus:
<https://failsworth.coopacademies.co.uk/wp-content/uploads/sites/27/2018/04/1802AcademyProspectus.pdf>

Transition email address for parents/carers:
cheryl.stonehouse@coopacademies.co.uk

Senior Lead linked to transition:

Mrs Cheryl Stonehouse
cheryl.stonehouse@coopacademies.co.uk

Head of Year 7:

Lydia Gordon
lydia.gordon@coopacademies.co.uk

**Designated Safeguarding
Lead:**

Nina Carter
nina.carter@coopacademies.co.uk

SENCO:

Rhian Devereux
rhian.devereux@coopacademies.co.uk

Michelle Dickinson
michelle.dickinson@coopacademies.co.uk

EAL Lead:

Rebecca Shaw
rebecca.shaw@coopacademies.co.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



**Crompton House
Church of England
School**

Headteacher:
Mr Karl Newell

Main school telephone number:
01706 847451

School Prospectus:
<https://www.cromptonhouse.org/prospectus/>

School transition information:
<https://www.cromptonhouse.org/transition/>

Transition email address for parents/carers:
transitionteam@cromptonhouse.org

Senior Lead linked to transition:

Mr D Dunkley
d.dunkley@cromptonhouse.org

Head of Year 7:

Miss L Watts extn 249
l.watts@cromptonhouse.org

Assistant Head Year 7:

Mrs C Lees extn 238
c.lees@cromptonhouse.org

**Designated Safeguarding
Lead:**

Mr D Dunkley
d.dunkley@cromptonhouse.org

SENCO Transition Lead:

Mrs O Cocker extn 266
o.cocker@cromptonhouse.org

SENCO

Mrs K Heywood extn 206
k.heywood@cromptonhouse.org

SENCO

Mrs M Newell extn 236
m.newell@cromptonhouse.org

Further information: In the first instance, if you have a query, please use the email addresses above.

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**The
Hathershaw
College**

Principal:
Mr Mark
Giles

Main school telephone number:
0161 770 8555

School Prospectus:
<https://www.hathershaw.org.uk/docs/Prospectus/HathershawCollege-Prospectus-2019.pdf>

School Transition information:
<https://padlet.com/kdsthc/o1yiidon2h4yk0p2>

Transition email address for parents/carers:
transition@hathershaw.org.uk

Senior Lead linked to transition:

Mrs Nichola Baker
nba@hathershaw.org.uk

Head of Year 7:

Mrs Andrea Oliver
ao@hathershaw.org.uk

Assistant Head Year 7:

Mr Ashley Travis
atr@hathershaw.org.uk

**Designated
Safeguarding Lead:**

Mr Ashley Travis
atr@hathershaw.org.uk

**Deputy Designated
Safeguarding Lead:**

Mrs Martina Hutton
mh@hathershaw.org.uk

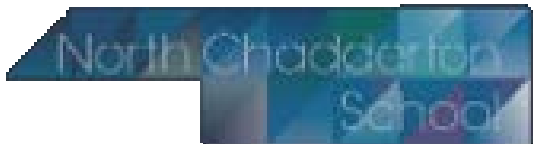
SENCO Lead:

Mrs Karen Smedley
ks@hathershaw.org.uk

EAL Lead:

Mr Alex Ritchie
ari@hathershaw.org.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



North Chadderton School

Principal:

Mrs Sarah North

Senior Lead linked to transition:

Head of Year 7:

Assistant Head Year 7:

Designated Safeguarding Lead:

SENCO Transition Lead:

EAL Lead:

Main school telephone number:

0161 624 9939

School Prospectus:

<https://www.northchaddertonschool.co.uk/docs/Prospectus/NCSProspectus.pdf>

Transition Website Link:

<https://www.northchaddertonschool.co.uk/Parents/Transition/>

Transition email address for parents/carers: See further information below.

Mrs Tracey Walker

TWalker@northchadderton.oldham.sch.uk

Mr Matt Sumner

MSumner@northchadderton.oldham.sch.uk

Mr Tony Harrison

AHarrison@northchadderton.oldham.sch.uk

Mrs Adelle Greenwood

AGreenwood@northchadderton.oldham.sch.uk

Mrs Gemma Parkes

GParkes@northchadderton.oldham.sch.uk

Mrs Margaret Greenwood

MGreenwood@northchadderton.oldham.sch.uk

Further information: Please direct initial questions or information to Mrs Amanda Mushing – Attainment and Achievement coordinator: AMushing@northchadderton.oldham.sch.uk



**Oasis
Academy
Leesbrook**

Headteacher:
Ms Sarah
Livesey

Main school telephone number:
0161 290 4000

School Prospectus:
Not available online

Transition Website Link:
<https://www.oasisacademyleesbrook.org/learning/transition/access-to-transition> Password required from school.

Transition email address for parents/carers:
lee.transition@oasisleesbrook.org

Senior Lead linked to transition:

Mr Gavin Dixon
gavin.dixon@oasisleesbrook.org

Head of Year 7:

Jack Schollar
jack.schollar@oasisleesbrook.org

**Year 7 Pastoral
Leader:**

Mike Pickering
Michael.pickering@oasisleesbrook.org

**Designated
Safeguarding Lead:**

Sarah Livesey
sarah.livesey@oasisleesbrook.org

Gavin Dixon
gavin.dixon@oasisleesbrook.org

SENCO:

Kate Leach
kate.leach@oasisleesbrook.org

EAL Lead:

Simara Firdous
samara.firdous@oasisleesbrook.org

Kate Leach
kate.leach@oasisleesbrook.org

Further information: In the first instance, if you have a query, please use the email addresses above.



**Oasis
Academy
Oldham**

Headteacher:
Miss Dominique
Gobbi

Main school telephone number:
0161 624 9630

School Prospectus:
<https://www.oasisacademyoldham.org/admissions/prospectus>

Transition Website Link:
<https://www.oasisacademyoldham.org/curriculum/transition/access-to-transition> Password: Welcome

Transition email address for parents/carers:
Transition.Team@oasisoldham.org

Senior Lead linked to transition:

Mrs Andrea Mitchell
A.Mitchell@oasisoldham.org

Head of Year 7:

Mr Matt Buxton
Matt.Buxton@Oasisoldham.org

Year 7 Pastoral Leader:

Ms Hannah Hinchliffe
Hannah.Hinchliffe@oasisoldham.org

Designated Safeguarding Lead:

Ms Tracy Heap
T.Heap@oasisoldham.org

**SENCO: Assistant SENCO
Transition Lead**

Mrs Kim Whittaker
K.Whittaker@oasisoldham.org

EAL Lead:

Mrs Diane Le Rendu
D.LeRendu@oasisoldham.org

Further information: In the first instance, please make all enquiries to Ms Hannah Hinchliffe
Hannah.Hinchliffe@oasisoldham.org



**THE OLDHAM
ACADEMY** NORTH

**Oldham
Academy
North**

Headteacher:
Rachael Hallam

Main school telephone number:
0161 652 2428

School Prospectus:
Not available on line

Transition Website Link:
<https://theoldhamacademynorth.e-act.org.uk/year-6-transition/year-6-transition/>

Transition email address for parents/carers:
TOAN.year6@e-act.org.uk

Senior Lead linked to transition:

Liz Miles
liza.miles@e-act.org.uk

Year 7 Pastoral Leader:

Sian Smith
sian.smith@e-act.org.uk

Designated Safeguarding Lead:

Darlane Banham
Darlane.Banham@e-act.org.uk

SENCO:

Darlane Banham
Darlane.Banham@e-act.org.uk

**Deputy SENCO and Transition
Lead:**

Rachel Pedley
Rachel.Pedley@e-act.org.uk

EAL Lead:

Famida Ahmed
Famida.Ahmed@e-act.org.uk

Further information: Please direct initial questions or information to Sian Smith.



Royton & Crompton School

Headteacher:
Mrs Andrea Atkinson

Main school telephone number:
01706 846474

School Prospectus:
Not available online

Transition Website Link:
<https://roytoncrompton.e-act.org.uk/wp-content/uploads/sites/14/2020/05/TRANSITION-BOOKLET-2020.pdf>

Transition email address for parents/carers:
RoytonandCromptonTransition@eact.org.uk

Senior Leads linked to transition:

Amanda Jacob
Amanda.jacobs@e-act.org.uk

Mike Collinge
Mike.collinge@e-act.org.uk

Sally Rankin
Sally.Rankin@E-ACT.org.uk

Head of Year 7:

Becky Jones
Rebecca.Jones@e-act.org.uk

Year 7 Pastoral Leader:

Vicky Leach
Victoria.Leach@e-act.org.uk

Designated Safeguarding Lead:

Scott Lewis
Scott.lewis@e-act.org.uk

SENCO:

Stacey McDermott
stacey.mcdermott@e-act.org.uk

Further information: In the first instance, please use the following email address to contact the Transition team: RoytonandCromptonTransition@eact.org.uk



**Radclyffe
School**

Headteacher:
Mr John Cregg

Main school telephone number:
0161 622 3200

School Prospectus:
<https://theradclyffeschool.co.uk/prospectus/>

Transition Website Link:
www.theradclyffeschool.co.uk and click on **New Year 7 - September 2020**

Transition email address for parents/carers:
transition@theradclyffeschool.co.uk

Senior Lead linked to transition:

Miss Lindsey Bennett
lbennett@theradclyffeschool.co.uk

Head of Year 7:

Heather Hunt
hhunt@theradclyffeschool.co.uk

Designated Safeguarding Lead:

Mrs Denise Harrison
dharrison@theradclyffeschool.co.uk

SENCO / EAL:

Mrs Jill Williams
jwilliams@theradclyffeschool.co.uk

Further information: In the first instance, please use the following email address to contact the Transition team above.



SADDLEWORTH SCHOOL

**Saddleworth
School**

Headteacher:
Mr Dave
Watson

Main school telephone number:
01457 872072

School Prospectus:
[https://claire-mcmurdo-
dicf.squarespace.com/prospectus?rq=school
%20prospectus](https://claire-mcmurdo-dicf.squarespace.com/prospectus?rq=school%20prospectus)

Transition Website Link:
[https://www.saddleworth.oldham.sch.uk/transi
tion](https://www.saddleworth.oldham.sch.uk/transition)

**Transition email address for
parents/carers:**
transition@saddleworthschool.org

Senior Lead linked to transition:

Mrs Claire Briggs (DHT)
c.briggs@saddleworthschool.org

Head of Year 7:

Mrs Blezard Downs
L.Blezard-downs@saddleworthschool.org

Year 7 Pastoral Leader:

Mrs Auchterlonie
t.auchterlonie@saddleworthschool

Designated Safeguarding Lead:

Mr Darren Casey
D.Casey@saddleworthschool.org

**SENCO: Assistant SENCO
Transition Lead**

Mrs Adele Brooks
a.brooks@saddleworthschool.org

Further information: In the first instance, please use the following email address to contact the Transition team above.



**Waterhead
Academy**

Headteacher:
Mr D Lyon

Main school telephone number:
0161 620 5859

School Prospectus:
Not located on line

Transition Website Link:
<http://waterheadacademy.co.uk.gridhosted.co.uk/transition-year-6-year-7-2020/>

Transition email address for parents/carers:
office@waterheadacademy.co.uk

Senior Lead linked to transition:

Mrs A Taylor
a.taylor@waterheadacademy.co.uk

Transition Team:

Mr M Stephens (Pastoral lead)
m.stephens@waterheadacademy.co.uk

Mr A Turner (Man Utd Foundation)
a.turner@waterheadacademy.co.uk

Mrs K Gilraine (student services)
k.gilraine@waterheadacademy.co.uk

Designated Safeguarding Lead:

Mrs A Taylor
a.taylor@waterheadacademy.co.uk

SENCO:

Mrs Z Obeng
z.obeng@waterheadacademy.co.uk

EAL Lead:

Mrs M Galgenbald
m.galgenbald@waterheadacademy.co.uk

Further information: In the first instance, please use the following email address to contact the Transition team.

Transition Contacts: Secondary Special Schools



Transition email address for parents/carers:

co'neill@newbridgegroup.org
dcotton@newbridgegroup.org

Senior Lead linked to transition:

Head of Year 7:

Year 7 Pastoral Leader:

Designated Safeguarding Lead:

SENCO:

EAL Lead:

Further information: In the first instance, For any information regarding admissions or transitions please contact Colin O'Neill and/or Danielle Cotton in the first instance.

New Bridge Academy

Headteacher:

Mr Gavin Lyons

Main school telephone number:

0161 883 2401

Transition Website Link:

Mr Gavin Lyons

glyons@newbridgegroup.org

Mrs Debbie Birch-Hall

dhall@newbridgegroup.org

Miss Danielle Cotton

dcotton@newbridgegroup.org

Mr Colin O'Neill

co'neill@newbridgegroup.org

Mr Gavin Lyons

glyons@newbridgegroup.org

Mr Michael Birch

mbirch@newbridgegroup.org

Miss Danielle Cotton

Dcotton@newbridgegroup.org

Shamin Akhtar

sakhtar@newbridgegroup.org



Hollinwood Academy

Headteacher:
Ms Laura Millard

**Main school
telephone
number:**
0161 883 2404

School Prospectus: <http://waterheadacademy.co.uk.gridhosted.co.uk/transition-year-6-year-7-2020/>

Transition Website Link: <http://www.hollinwoodacademy.org/new-pupils/>

Senior Lead linked to transition:

Catherine Watson
cwatson@newbridggroup.org

Head of Year 7:

N/A

Year 7 Pastoral Leader:

Sunnah Ismail
sismail@newbridggroup.org

Designated Safeguarding Lead:

Catherine Watson
cwatson@newbridggroup.org

Sunnah Ismail
sismail@newbridggroup.org

SENCO:

Catherine Watson
cwatson@newbridggroup.org

EAL Lead:

Suhel Miah
suhelmiah@newbridgegroup.org

Further information: Please encourage families to use the email: cwatson@newbridggroup.org



**Spring brook
Academy
(Upper)**

**Main school telephone
number:**
0161 883 3431

Headteacher:
Mel Rodgers

Mel Rodgers
mrodgers@newbridgegroup.org

Ola Young
Ayoung@newbridgegroup.org

Rebecca Crossley
Commences in September 2020

Senior Lead linked to transition:

Year 7 Teachers:

Designated Safeguarding Lead:

Mel Rodgers
mrodgers@newbridgegroup.org

SENCO:

Mel Rodgers
mrodgers@newbridgegroup.org

Further information: Please encourage families to use the email: mrodgers@newbridgegroup.org

Transition Contacts: Primary



Alexandra Park Junior School

Headteacher: Mrs Jenny Seabright

Main school telephone number:
0161 770 8321

School Email Address:
info@alexandrapark.oldham.sch.uk

Year 6 teachers:

Mrs Rahman
j.rahman@alexandrapark.oldham.sch.uk

Mrs Michaela Matthews
Michaela.Matthews@alexandrapark.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Jenny Seabright
j.seabright@alexandrapark.oldham.sch.uk

Mrs S Griffin
stephanie.griffin@alexandrapark.oldham.sch.uk

Mrs Fiona Liddy
Fiona.Liddy@alexandrapark.oldham.sch.uk

Miss Hayley Varley
h.varley@alexandrapark.oldham.sch.uk

SENCO:

Miss Hayley Varley
h.varley@alexandrapark.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Alt Primary Academy (The Harmony Trust)

Executive Headteacher: Mrs Michelle Dickens

Head of Academy: Mrs Janette Sharp

Main school telephone number:

0161 260 0622

School Email Address:

info@alt.theharmonytrust.org

Year 6 teachers:

Mrs N Grady

ngrady@alt.theharmonytrust.org

Mr M Grierson

mgrierson@alt.theharmonytrust.org

Miss S Booth

sbooth@alt.theharmonytrust.org

Designated Safeguarding Lead:

Mrs Janette Sharp

jsharp01@alt.theharmonytrust.org

SENCO:

Mrs Janette Hadcroft

jhadcroft@alt.theharmonytrust.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Bare Trees Primary School

Headteacher: Ms Victoria Oldham

Main school telephone number:
0161 503 4260

School email address:
info@baretreesprimary.com

Year 6 teachers:

Miss Lauren McNamara
lauren.mcnamara@baretrees-pri.oldham.sch.uk

Miss Sarah Culley
Sarah.Culley@baretrees-pri.oldham.sch.uk

Designated Safeguarding Leads:

Ms Victoria Oldham
v.oldham@baretreesprimary.com

Mrs Stephanie Costello
s.costello@baretreesprimary.com

Miss Lindsay Cowap
l.cowap@baretreesprimary.com

SENCO:

Miss C Geraghty
c.geraghty@baretrees-pri.oldham.sch.uk

Miss A Inman
a.inman@baretrees-pri.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Beal Vale Primary School (Crompton House Multi Academy Trust)

Headteacher: Ms Lara Beaumont

Main school telephone number:
0161 770 5752

Year 6 teacher:

Mr Ash Hussain
Head@beal-vale.oldham.sch.uk

Designated Safeguarding Leads:

Mr Ash Hussain
Head@beal-vale.oldham.sch.uk

Mrs Tania Tushingham
info@beal-vale.oldham.sch.uk

Mrs Lara Beaumont
head@crompton.oldham.sch.uk

SENCO:

Mrs J Wild
jw@beal-vale.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Beever Primary School

Headteacher: Mr Greg Oates

Main school telephone number:
0161 770 8351

School Email Address:
info@beever.oldham.sch.uk

Year 6 teacher:

Mrs Gill Adamson
gadamson@beever.oldham.sch.uk

Designated Safeguarding Lead:

Mr Greg Oates
g.oates@beever.oldham.sch.uk

SENCO:

Mrs Victoria Kinden
Victoria.Kindon@beever.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Blackshaw Lane Primary School

Headteacher: Mrs Beverley O'Neill

Main school telephone number:
0161 770 6711

School Email Address:
info@blackshaw-lane.oldham.sch.uk

Year 6 teachers:

Miss Amy Tattersall
Amy.Tattersall@blackshaw-lane.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Beverley O'Neill
head@blackshaw-lane.oldham.sch.uk

SENCO:

Mrs Joanne Rodgers
j.rodgers@Blackshaw-lane.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Broadfield Primary "Together We Can Achieve!"

Broadfield Primary School

Headteacher: Ms Pat Stennett

Main school telephone number:
0161 665 3030

School Email Address:
info@broadfield.oldham.sch.uk

Year 6 teacher:

Please contact: Ms Pat Stennett
p.stennett@broadfield.oldham.sch.uk

Designated Safeguarding Leads:

Ms Pat Stennett
p.stennett@broadfield.oldham.sch.uk

SENCO:

Mrs C Walker
cw@broadfield.oldham.sch.uk

Pastoral Lead:

Mr C Cameron
c.cameron@broadfield.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Buckstones Primary School

Headteacher: Miss S.E Healey

Main school telephone number:
0161 770 5850

School Email Address:
c.jones@buckstones.oldham.sch.uk

Year 6 teachers:

Mrs K Adamson
kadamson@buckstones.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Sarah Healey
s.healey@buckstones.oldham.sch.uk

Miss Melanie Platt
mplatt@buckstones.oldham.sch.uk

SENCO/Pastoral Lead:

Miss Melanie Platt
mplatt@buckstones.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Burnley Brow Community School

Headteacher: Mrs Helen Atkinson-Smith

Main school telephone number:
0161 770 3137

School Email Address:
info@burnleybrow.oldham.sch.uk

Year 6 teacher:

Please contact: Mrs Helen Atkinson-Smith
helen.atkinson-smith@burnleybrow.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Helen Atkinson-Smith
helen.atkinson-smith@burnleybrow.oldham.sch.uk

Deputy Safeguarding Lead:

Ms Natasha Morgan
natasha.morgan@burnleybrow.oldham.sch.uk

SENCO/Pastoral Lead:

Mrs Shabana Sikandar
shabana.sikandar@burnleybrow.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Christ Church CofE Primary School (Chadderton)

Headteacher: Mrs Debra Davies

Main school telephone number:
0161 624 0907

School Email Address:
office@christchurch-chad.oldham.sch.uk

Year 6 teacher: Mrs Deborah Butterworth
deborah.butterworth@christchurch-chad.oldham.sch.uk

Designated Safeguarding Lead: Mrs Debra Davies
D.Davies@christchurch-chad.oldham.sch.uk

Deputy Safeguarding Leads:

Mrs Cheryl Haigh
c.haigh@christchurch-pri.oldham.sch.uk

Mrs Adele Holroyd
a.holroyd@christchurch-chad.oldham.sch.uk

Mrs Debbie Butterworth
deborah.butterworth@christchurch-chad.oldham.sch.uk

SENCO:

Mrs Debbie Butterworth
deborah.butterworth@christchurch-chad.oldham.sch.uk

Mrs Cheryl Haigh
c.haigh@christchurch-pri.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.

Christ Church C of E School



Denshaw

Christ Church CE Primary School Denshaw

Headteacher: Mrs Susan Callaghan

Main school telephone number:
01457 874554

School Email Address:
office@christchurch-pri.oldham.sch.uk

Year 6 teacher: Miss Eleanor Bell
Eleanor.Bell@christchurch-pri.oldham.sch.uk

Designated Safeguarding Lead: Mrs Sue Callaghan
s.callaghan@christchurch-pri.oldham.sch.uk

Deputy Designated Safeguarding Lead: Mrs Gemma Chapman
g.chapman@christchurch-pri.oldham.sch.uk

SENCO: Mrs Sue Callaghan
s.callaghan@christchurch-pri.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Coppice Primary Academy

Headteacher: Mr Andrew Hulmes

Main school telephone number:
0161 770 3543

School Email Address:
<http://www.coppiceprimaryacademy.co.uk/>

Year 6 teachers: Mrs Jane Philips
j.philips@focus-trust.co.uk

Ms Belinda Fitzpatrick
b.fitzpatrick@focus-trust.co.uk

Designated Safeguarding Lead: Mr Andrew Hulmes
a.hulmes@focus-trust.co.uk

SENCO: Ms Heather Biggs
h.biggs@focus-trust.co.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Corpus Christi RC Primary School

Executive Headteacher: Mr Chris Hanson

Headteacher: Mrs Helen Williamson

Main school telephone number:

0161 652 1275

School Email Address:

info@corpuschristi.oldham.sch.uk

Year 6 teachers:

Miss Susanna Pugh

susanna.pugh@corpuschristi.oldham.sch.uk

Mr Anthony Hough

Anthony.Hough@corpuschristi.oldham.sch.uk

Designated Safeguarding Leads:

Mrs J Gifford

j.gifford@corpuschristi.oldham.sch.uk

Deputy Designated Safeguarding Lead:

Mrs Gemma Cooper

Gemma.Cooper@corpuschristi.oldham.sch.uk

SENCO:

Mrs J Gifford

j.gifford@corpuschristi.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Crompton Primary school

Executive Headteacher: Mrs Lara Beaumont

Main school telephone number:
0161 770 6741

School Email Address:
info@Crompton.Oldham.sch.uk

Year 6 teacher:

Miss Rachel Sprawling
rachel.sprawling@crompton.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Lara Beaumont
Lara.Beaumont@crompton.oldham.sch.uk

**Deputy Designated
Safeguarding Lead:**

Mr Spencer Crossley
s.crossley@crompton.oldham.sch.uk

SENCO:

Mrs Sam Kershaw
Sam.Kershaw@crompton.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Delph Primary School (Dovestone Learning Partnership)

Headteacher: Mrs Alison Leigh

Main school telephone number:
0161 770 7600

School Email Address:
Info@delph.oldham.sch.uk

Year 6 teacher:

Mrs Rachel Massey
r.massey@delph.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Alison Leigh
a.leigh@delph.oldham.sch.uk

**Deputy Designated
Safeguarding Lead:**

Mrs Rachel Massey
r.massey@delph.oldham.sch.uk

SENCO:

Mrs Kathy Mair
k.mair@delph.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Diggle Primary School (Dovestone Learning Partnership)

Headteacher: Mrs Sarah Newton

Main school telephone number:
0161 770 5246

School Email Address:
info@diggle.oldham.sch.uk

Year 6 teacher:

Miss Michelle Alker
michelle.alker@diggle.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Sarah Newton
Sarah.Newton@diggle.oldham.sch.uk

Deputy Designated Safeguarding Lead:

Mrs Kate Mellor
Kate.Mellor@diggle.oldham.sch.uk

SENCO:

Miss Michelle Alker
michelle.alker@diggle.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



East Crompton St George's CE Primary School (Cranmer Trust)

Headteacher: Mrs Rachel Ross

Main school telephone number:
01706 847 502

School Email Address: info@stgeorges.oldham.sch.uk

Year 6 teachers:

Miss Danielle Holt
Danielle.Holt@stgeorges.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Rachel Ross
Rachel.Ross@stgeorges.oldham.sch.uk

Deputy Designated Safeguarding Lead:

Mrs Amanda Robinson
Amanda.Robinson@stgeorges.oldham.sch.uk

SENCO/Pastoral Lead:

Miss Emma Riley
Emma.Riley@stgeorges.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



East Crompton St. James' CE Primary School (Dove Shell Federation)

Executive Headteacher: Mr Adam J Laskey

Main school telephone number:
01706 847360

School Email Address:
info@st-james.oldham.sch.uk

Year 6 teacher:

Mr Andrew Jenkinson
Andrew.Jenkinson@st-thomas-moorside.oldham.sch.uk

Designated Safeguarding Lead:

Mr Adam Laskey
a.laskey@st-james.oldham.sch.uk

**Deputy Designated
Safeguarding Lead:**

Mrs Andrea Laskey
Andrea.Laskey@st-james.oldham.sch.uk

SENCO:

Mrs Larissa Fox
Larissa.fox@st-james.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Fir Bank Primary School (Oak Trust)

Headteacher: Mrs Rachael McLaughlin & Mr Rob Walker
Co-Head Teachers

Main school telephone number:
0161 624 9939

School Email Address:
info@firbank.oldham.sch.uk

Year 6 teachers:

Mrs Deborah Meara
Deborah.Meara@firbank.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Rachael McLaughlin
rmclaughlin@firbank.oldham.sch.uk

Mr Rob Walker
r.walker@firbank.oldham.sch.uk

SENCO:

Mrs Knuckey
j.knuckey@firbank.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Freehold Community Primary Academy

Headteacher: Mrs Angela Leach

Main school telephone number:
0161 770 5725

School Email Address:
freehold@focus-trust.co.uk

Year 6 teachers:

Miss N Ahmed
n.ahmad@focus-trust.co.uk

Miss L Oddy
l.ooddy@focus-trust.co.uk

**Designated
Safeguarding Lead:**

Mrs A Leach
a.leach@focus-trust.co.uk

SENCO:

Miss D Sparkes
d.sparkes@focus-trust.co.uk

Pastoral Lead:

Miss L Tootill
l.tootill@focus-trust.co.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Friezland Primary School

Headteacher: Miss Rachael Swaby

Main school telephone number:
01457 872601

School Email Address:
info@friezland.oldham.sch.uk

Year 6 teacher:

Miss Rebecca Hill
Rebecca.Hill@friezland.oldham.sch.uk

**Designated
Safeguarding Leads:**

Miss Rachael Swaby
r.swaby@friezland.oldham.sch.uk

Miss Rebecca Hill
Rebecca.Hill@friezland.oldham.sch.uk

SENCO:

Miss Rachael Swaby
r.swaby@friezland.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Glodwick Infant & Nursery School

Headteacher: Mrs Jane Brierley

Main school telephone number:
0161 770 8585

School Email Address:
info@glodwick.oldham.sch.uk

Year 6 teacher: Miss Amie Everall
Amie.Everall@glodwick.oldham.sch.uk

Designated Safeguarding Lead: Mrs Jane Brierley
j.brierley@glodwick.oldham.sch.uk

Deputy safeguarding: Miss S Peachey
s.peachey@glodwick.oldham.sch.uk

SENCO: Miss D Preece
d.preece@glodwick.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Greenacres Primary School (South Pennines Academy)

Headteacher: Mrs Katie Thornton

Main school telephone number:
0161 770 3137

School Email Address:
admin@greenacres-academy.org

Year 6 teacher: Mr Ben Chadderton
Ben.chadderton@greenacres-academy.org

Designated Safeguarding Leads: Mrs Katie Thornton
katie.thornton@greenacres-academy.org

Mr Tim Roach
Tim.Roach@greenacres-academy.org

SENCO: Mrs Wendy Khan, SENCO
Wendy.Khan@greenacres-academy.org

Pastoral Lead: Mrs Cath Widdrington
catherine.widdrington@greenacres-academy.org

Further information: In the first instance, if you have a query, please contact Tim Roach.



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Enjoyment for All*

Greenfield Primary School & Nursery School

Headteacher: Mr Mike Wood

Main school telephone number:
0161 770 5525

School Email Address:
info@greenfield.oldham.sch.uk

Year 6 teachers:

Mrs Samantha Lavin
Samantha.Lavin@greenfield.oldham.sch.uk

Mrs Lisa Lewthwaite
Lisa.Lewthwaite@greenfield.oldham.sch.uk

**Designated Safeguarding
Lead:**

Mr Mike Wood
m.wood@greenfield.oldham.sch.uk

**Deputy Designated
Safeguarding Lead:**

Mrs Donna Juster
d.juster@greenfield.oldham.sch.uk

SENCO:

Mrs C Snape
c.snape@greenfield.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Greenhill Academy

Executive Principal: Mrs Melanie Eccles

Headteacher: Mr John Padley

Main school telephone number:

0161 260 0621

School Email Address:

info@greenhill.theharmonytrust.org

Year 6 teachers:

Ms Aimee Butler

abutler01@greenhill.theharmonytrust.org

Ms Katie Baguley

kbaguley01@greenhill.theharmonytrust.org

Designated Safeguarding Lead:

Mr John Padley

jpadley01@greenhill.theharmonytrust.org

SENCO:

Ms Chloe Glynn

cglynn01@greenhill.theharmonytrust.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Hey with Zion Primary School

Headteacher: Mr Andy Clowes

Main school telephone number:
0161 620 3860

School Email Address:
info@heywithzion.oldham.sch.uk

Year 6 teachers:

Mrs J Light
j.light@heywithzion.oldham.sch.uk

Mrs S Patterson
s.patterson@heywithzion.oldham.sch.uk

Designated Safeguarding Lead:

Mr Andrew Clowes
a.clowes@heywithzion.oldham.sch.uk

Deputy Designated Safeguarding Leads

Mrs Sara Machin
S.machin@heywithzion.oldham.sch.uk

Miss Eve Baxendale
e.baxendale@heywithzion.oldham.sch.uk

Miss Barbara Clarke
Barbara.Clarke@heywithzion.oldham.sch.uk

SENCO/Pastoral Lead:

Mrs Janet Light
j.light@heywithzion.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Higher Failsworth Primary School

Higher Failsworth Primary School

Acting Headteacher: Mrs S Forster

Main school telephone number:
0161 681 2685

School Email Address:
info@higher-failsworth.oldham.sch.uk

Year 6 teacher:

Mrs A O'Mara
a.o'mara@higher-failsworth.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Joanne Jervis
joanne.jervis@higher-failsworth.oldham.sch.uk

SENCO:

Miss Claire Curtis
Claire.Curtis@higher-failsworth.oldham.sch.uk

Pastoral Lead:

Mrs Joanne Jervis
joanne.jervis@higher-failsworth.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Hodge Clough Primary School

Headteacher: Mr Neil Cavanagh

Main school telephone number:
0161 770 5790

School Email Address:
info@hodgecloughprimary.oldham.sch.uk

Year 6 teachers:

Mrs J Marchant
j.marchant@hodgecloughprimary.oldham.sch.uk

Mrs Louise Lilley
louise.lilley@hodgecloughprimary.oldham.sch.uk

Designated Safeguarding Leads:

Mr Neil Cavanagh
n.cavanagh@hodgecloughprimary.oldham.sch.uk

Mrs Gillian Hallworth
gillian.hallworth@hodgecloughprimary.oldham.sch.uk

SENCO:

Mrs Gillian Hallworth
j.marchant@hodgecloughprimary.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Holy Cross RC Primary School

Headteacher: Mr Paul Wardle

Main school telephone number:
0161 770 5522

School Email Address:
info@holycross.oldham.sch.uk

Year 6 teachers:

Mrs Jane Snooks
Jane.Snooks@holycross.oldham.sch.uk

Miss Lizzie McGillion
Lizzie.McGillion@holycross.oldham.sch.uk

Designated Safeguarding Lead:

Mr Carl Jones
c.jones@holycross.oldham.sch.uk

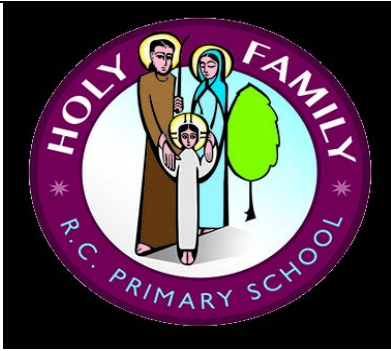
SENCO:

Mrs Sarah Walker
Sarah.Walker@holycross.oldham.sch.uk

Pastoral Leader:

Mrs Nicola Naylor
nicola.naylor@holycross.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Holy Family RC Primary School

Headteacher: Mrs Alison Booth

Main school telephone number:
0161 770 2400

School Email Address:
info@holyfamily.oldham.sch.uk

Year 6 teacher:

Mrs Carol Fotheringham
Carol.Fotheringham@holyfamily.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Alison Booth
Alison.Booth@holyfamily.oldham.sch.uk

Deputy Designated Safeguarding Leads:

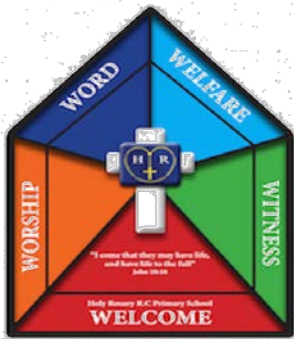
Mrs Samantha Needle
s.needle@holyfamily.oldham.sch.uk

Mrs Maria Grimshaw
m.grimshaw@holyfamily.oldham.sch.uk

SENCO:

Mrs J Hall
j.hall@holyfamily.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Holy Rosary RC Primary School

Headteacher: Mrs Tracy Cavanagh

Main school telephone number:
0161 624 3035

School Email Address:
info@holyrosary.oldham.sch.uk

Year 6 teacher:

Mr John Handley
j.handley@holyrosary.oldham.sch.uk

Designated Safeguarding Lead:

Miss Stephanie Warsap
swarsap@holyrosary.oldham.sch.uk

SENCO:

Miss Stephanie Warsap
swarsap@holyrosary.oldham.sch.uk

Miss Pomfret
Jade.Pomfret@holyrosary.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Holy Trinity CofE Primary and Nursery School

Headteacher: Miss Elizabeth Travis

Main school telephone number:
01457 872860

School Email Address:
info.dobcross@oldhamlea.org.uk

Year 6 teacher:

Miss Paula Harold
p.harold@dobcross.oldham.sch.uk

Designated Safeguarding Lead:

Miss Elizabeth Travis
head@dobcross.oldham.sch.uk

SENCO:

Mrs Gaynor O’Ryan
g.oryan@dobcross.oldham.sch.uk

Further information: : In the first instance, if you have a query, please use the email addresses above.



Horton Mill Community Primary School

Headteacher: Mrs Zaira Cook

Main school telephone number:
0161 770 5870

School Email Address:
info@hortonmill@oldham.sch.uk

Year 6 teacher:

Mrs Abigail Lake
Abigail.Lake@hortonmill.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Zaira Cook
head@hortonmill.oldham.sch.uk

Deputy Designated Safeguarding Leads:

Mrs Gill Garvey
g.garvey@hortonmill.oldham.sch.uk

Mrs Maxine Bush - EYFS DSL
Maxine.bush@hortonmill.oldham.sch.uk

SENCO:

Mrs Gill Garvey
g.garvey@hortonmill.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Kingfisher Special School

Headteacher: Mrs Anne Redmond

Main school telephone number:
0161 770 5910

School Email Address:
info@kingfisher.oldham.sch.uk

Year 6 teacher:

Please contact: info@kingfisher.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Sue Caine
s.caine@kingfisher.oldham.sch.uk

Mrs Jenni Cryer
j.cryer@kingfisher.oldham.sch.uk

Mrs Suzanne Pass
s.pass@kingfisher.oldham.sch.uk

SENCO:

Mrs Sue Caine
s.caine@kingfisher.oldham.sch.uk

Further information: : In the first instance, if you have a query, please use the email addresses above.



Knowsley Junior School (Dovestone Learning Partnership)

Headteacher: Miss Vanessa Payne

Main school telephone number:
0161 633 4433

School Email Address:
info@knowsley.oldham.sch.uk

Year 6 teachers:

Miss E Aldred
ealdred@knowsley.oldham.sch.uk

Mrs Tracy Gresty
Mrs.Gresty@knowsley.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Heather Hewitt
Mrs.Hewitt@knowsley.oldham.sch.uk

Mrs E Oliver
Mrs.Oliver@knowsley.oldham.sch.uk

Deputy Designated Safeguarding Lead:

Mrs Vanessa Payne
v.payne@knowsley.oldham.sch.uk

SENCO:

Mrs Heather Hewitt
Mrs.Hewitt@knowsley.oldham.sch.uk

Mrs E Oliver
Mrs.Oliver@knowsley.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Limehurst Primary School

Headteacher: Mr M Roberts

Main school telephone number:
0161 770 3140

School Email Address:
info@limehurst.oldham.sch.uk

Year 6 teacher:

Mrs Hurst
Class6jh@outlook.com

Designated Safeguarding Lead:

Mrs Taylor
l.taylor@limehurst.oldham.sch.uk

Deputy Designated Safeguarding Leads:

Mr Ian Wilson
Ian.Wilson@limehurst.oldham.sch.uk

Mr M Roberts
m.roberts@limehurst.oldham.sch.uk

SENCO:

Mrs Lucia Taylor
l.taylor@limehurst.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Littlemoor Primary School

Headteacher: Mrs Claire Kelly

Main school telephone number:
0161 624 4188

School Email Address:
info@littlemoor.oldham.sch.uk

Year 6 teachers:

Please contact: Mrs Claire Kelly
c.kelly@littlemoor.oldham.sch.uk

Designated Safeguarding Leads:

Claire Kelly Safeguarding Lead
c.kelly@littlemoor.oldham.sch.uk

Mrs Claire Rollinson-
c.rollinson@littlemoor.oldham.sch.uk

Deputy Designated Safeguarding Leads:

Mrs Paula Herring
Paula.Herring@littlemoor.oldham.sch.uk

Mrs L Billing
l.billing@littlemoor.oldham.sch.uk

SENCO:

Mrs Suzanne Carrington
Suzanne.Carrington@littlemoor.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Lyndhurst Primary School (Focus Trust)

Headteacher: Mrs Lizzie Egan-Walsh

Main school telephone number:
0161 770 1473

School Email Address:
lyndhurst@focus-trust.co.uk

Year 6 teachers:
Miss Kate Woodward
k.woodward@focus-trust.co.uk

Miss Fazeela Ramzan
f.ramzan@focus-trust.co.uk

Designated Safeguarding Lead:
Mrs Karen Seth
k.seth@focus-trust.co.uk

SENCO:
Miss Rebecca Wilcoxson
r.wilcoxson@focus-trust.co.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Mather Street Primary School (MY Schools Together)

Executive Headteacher: Mrs Martine Buckley
Head of School: Mrs Sally Brown

Main school telephone number:
0161 219 1051

School Email Address:
info@matherstreet.oldham.sch.uk

Year 6 teacher:
Mr H Ali
Waj.Ali@matherstreet.oldham.sch.uk

Designated Safeguarding Leads:
Mrs Martine Buckley
m.buckley@yewtree.oldham.sch.uk

Mrs Sally Brown
s.brown@yewtree.oldham.sch.uk

SENCO:
Mrs C Spence
c.spence@matherstreet.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Mayfield Primary School

Headteacher: Mr Mark Couper-Barton

Main school telephone number:
0161 624 6425

School Email Address:
info@mayfield.oldham.sch.uk

Year 6 teachers: Miss Hannah Davys
Hannah.Davys@mayfield.oldham.sch.uk

Designated Safeguarding Leads: Mr Mark Couper-Barton
Mark.Couper-Barton@mayfield.oldham.sch.uk

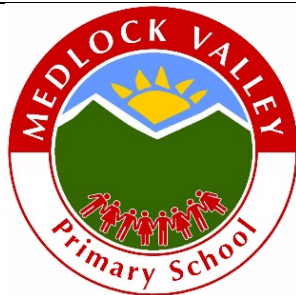
Mrs Sarah Davies
s.davies@mayfield.oldham.sch.uk

Ms Georgia Smith
Georgia.Smith@mayfield.oldham.sch.uk

SENCO: Miss Kate Swithenbank (SEND - Monday and Tuesday)
Kate.Swithenbank@mayfield.oldham.sch.uk

Ms Georgia Smith
Georgia.Smith@mayfield.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email the school email address above.



Medlock Valley Primary School

Executive Principal: Mrs Lisa Needham

Main school telephone number:
0161 770 8199

School Email Address:
info@medlockvalley.oldham.sch.uk

Year 6 teachers:

Mr Michael Ball
m.ball@medlockvalley.oldham.sch.uk

Ms Sian Brown
sian.brown@medlockvalley.oldham.sch.uk

Designated Safeguarding Lead:

Miss Joanne Backhouse
j.backhouse@medlockvalley.oldham.sch.uk

SENCO:

Mrs Alison Briggs
a.briggs@medlockvalley.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email the school email address above.



Mills Hill Primary School

Headteacher: Mr Ian Mason

Main school telephone number:
0161 624 1133

School Email Address:
info@millshill.oldham.sch.uk

Year 6 teachers:

Mr Kane Pragnall
Kane.Pragnell@millshill.oldham.sch.uk

Mrs Michelle Hill
michelle.hill@millshill.oldham.sch.uk

Designated Safeguarding Lead:

Mr Kane Pragnall
Kane.Pragnell@millshill.oldham.sch.uk

SENCO:

Ms Jo Kinsella
Jo.Kinsella@millshill.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

Northmoor Academy (The Harmony Trust)

Executive Principal: Mrs Jessica Hainsworth

Main school telephone number:

0161 260 0482

School Email Address:

info@northmoor.theharmonytrust.org

Year 6 teacher:

Mr Mike Bramah

MBramah01@Northmoor.theharmonytrust.org

Designated Safeguarding Lead:

Mr Andy Dunn

ADunn01@theharmonytrust.org

SENCO:

Amereen Rafiq

ARafiq01@northmoor.theharmonytrust.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Oasis Academy Clarksfield

Headteacher: Mr Nigel Fowler

Main school telephone number:

0161 213 1235

School Email Address:

admin@oasisclarksfield.org

Year 6 teachers:

Mr Neil Prendergast

neil.prendergast@oasisclarksfield.org,

Mr Nassar Ajmal

Nassar.ajmal@oasisclarksfield.org

Designated Safeguarding Lead:

Mrs Liz Cassin

l.cassin@clarksfield.oldham.sch.uk

Deputy Designated Safeguarding Lead:

Miss Nichola Beswick

Nichola.beswick@oasisclarksfield.org

SENCO:

Mrs Lauren Norris

lauren.norris@oasisclarksfield.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Oasis Academy Limeside

Headteacher: Mrs Kathy Maskell

Main school telephone number:
0161 688 7535

School Email Address:
info@oasislimeside.org

Year 6 teacher:

Mr Neil Kelsall
Neil.kelsall@oasislimeside.org

Designated Safeguarding Leads:

Mr Simon Fullelove
simon.fullelove@oasislimeside.org

SENCO:

Mr Oli Lougheed
oliver.lougheed@oasislimeside.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Propps Hall Junior Infant and Nursery School (The Ivory Federation)

Executive Headteacher: Mrs Gillian Kay
Deputy Headteacher: Mrs Danielle Hartley-Touil

Main school telephone number:
0161 770 8400

School Email Address:
info@proppshall.oldham.sch.uk

Year 6 teacher:

Miss Lois Kent-Brown
Lois.Kent-Brown@proppshall.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Gillian Kay
head@proppshall.oldham.sch.uk

SENCO:

Mrs Heidi Reitze
h.reitze@springhead.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



RICHMOND ACADEMY
BELIEVE • ACHIEVE • SUCCEED

Richmond Academy

Head of Academy: Mrs Claire Rahman

Main school telephone number:
0161 260 0610

School Email Address:
info@richmond.theharmonytrust.org

Year 6 teachers:

Miss Alison Grainger
agrainger@richmond.theharmonytrust.org

Mr Oliver Booth
obooth@richmond.theharmonytrust.org

Mrs Lisa Worthington
lworthington@richmond.theharmonytrust.org

Designated Safeguarding Lead:

Mrs Claire Rahman
crahman01@richmond.theharmonytrust.org

SENCO:

Miss Katy Mather
SEN@theharmonytrust.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Roundthorn Primary Academy

Headteacher: Mr John Taylor

Main school telephone number:
0161 770 8600

School Email Address:

Year 6 teacher:

Ms Kari Rittoo
k.rittoo@focus-trust.co.uk

Designated Safeguarding Lead:

Miss Kayleigh Byrne
k.byrne@focus-trust.co.uk

SENCO:

Mrs Sarah Taylor
s.taylor@focus-trust.co.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Royton Hall Primary School

Headteacher: Miss Tracey Wood

Main school telephone number:
0161 770 1529

School Email Address:
info@roytonhall-pri.oldham.sch.uk

Year 6 teachers:

Mr Tim Belfield
tim.belfield@roytonhall-pri.oldham.sch.uk

Mrs Chloe Allen
Chloe.Allen@roytonhall-pri.oldham.sch.uk

Designated Safeguarding Lead:

Miss Tracey Wood
head@roytonhall-pri.oldham.sch.uk

Deputy Designated Safeguarding Leads:

Mrs Sarah Charlton
s.charlton@roytonhall-pri.oldham.sch.uk

Mrs Ailis O'Malley
Ailis.OMalley@roytonhall-pri.oldham.sch.uk

SENCO:

Mrs Ailis O'Malley
Ailis.OMalley@roytonhall-pri.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Rushcroft Primary School (The Ivory Federation)

Executive Head: Mrs Gillian Kay

Deputy Headteacher: Mrs Lucy Mason

Main school telephone number:

0161 770 8236

School Email Address: info@rushcroft.oldham.sch.uk

Year 6 teachers:

Mr Brian Coyle

brian@rushcroft.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Lucy Mason

Lucy.Mason@rushcroft.oldham.sch.uk

Deputy Designated Safeguarding Lead:

Mrs Gillian Kay

head@rushcroft.oldham.sch.uk

Mr Brian Coyle

brian@rushcroft.oldham.sch.uk

SENCO/Pastoral Lead:

Mrs Heidi Reitze

h.reitze@springhead.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



South Failsworth Primary School

Headteacher: Ms Vicki Foy

Main school telephone number:
0161 681 6351

School Email Address:
info@southfailsworth.oldham.sch.uk

Year 6 teachers:

Miss D Newell
d.newell@southfailsworth.oldham.sch.uk

Ms Z Campbell
z.campbell@southfailsworth.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Louise Sidaway
l.sidaway@southfailsworth.oldham.sch.uk

Mrs Alison Murray
Alison.Murray@southfailsworth.oldham.sch.uk,

SENCO:

Mrs Louise Sidaway
l.sidaway@southfailsworth.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Springhead Infant & Nursery School (The Ivory Federation)

Executive Headteacher: Mrs Gillian Kay
Deputy Headteacher: Mrs Davenport

Main school telephone number:
0161 770 5620

School Email Address:
info@springhead.oldham.sch.uk

Year 6 teacher:

Please contact Mrs Amy Davenport
Amy.Davenport@springhead.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Amy Davenport
Amy.Davenport@springhead.oldham.sch.uk

Deputy Designated Safeguarding Leads:

Mrs Kay
gillian.kay@springhead.oldham.sch.uk

Miss Heidi Reitze
h.reitze@springhead.oldham.sch.uk

Mrs Thomas
stacey.thomas@springhead.oldham.sch.uk

SENCO:

Miss Reitze
h.reitze@springhead.oldham.sch.uk

Pastoral Lead:

Mrs Stacey Thomas
stacey.thomas@springhead.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



SS Aidan & Oswald RC Primary School

Headteacher: Mr Damian Harrison

Main school telephone number:
0161 652 2258

School Email Address:
info@ssaidanoswald.oldham.sch.uk

Year 6 teachers:

Miss Charlotte German
c.german@ssaidanoswald.oldham.sch.uk

Mrs Amy Langmead
a.langmead@ssaidanoswald.oldham.sch.uk

Mrs Catherine Brogan
c.brogan@ssaidanoswald.oldham.sch.uk

Designated Safeguarding Leads:

Mr Harrison
d.harrison@ssaidanoswald.oldham.sch.uk

Mrs J Lugaric
j.lugaric@ssaidanoswald.oldham.sch.uk

SENCO/Pastoral Lead:

Mrs Caroline Kenny - FS & KS1
c.kenny@ssaidanoswald.oldham.sch.uk

Mrs L Rothwell – KS2
lrothwell@ssaidanoswald.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Agnes CE Primary School

Headteacher: Miss Sarah Butterworth

Main school telephone number:
0161 770 5970

School Email Address:
info@stagnes.oldham.sch.uk

Year 6 teacher: Ms Sarah Ritchie
Sarah.Ritchie@stagnes.oldham.sch.uk

Designated Safeguarding Lead: Mr Kevyn Taylor
Kevyn.Taylor@stagnes.oldham.sch.uk

Deputy Designated Safeguarding Lead: Mrs Caroline Ireland
c.ireland@leesfield.oldham.sch.uk

SENCO: Miss Sarah Butterworth
s.butterworth@stagnes.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Anne's CE Lydgate Primary School (Sola Fide Trust)

Headteacher: Mr Russell Learmont

Main school telephone number:
0161 770 8661

School Email Address:
info@stannescelydgate.oldham.sch.uk

Year 6 teacher:

Mr James Gilbert
James.Gilbert@stannescelydgate.oldham.sch.uk

Designated Safeguarding Lead:

Mr Russell Learmont
Russell.Learmont@stannescelydgate.oldham.sch.uk

Deputy Designated Safeguarding Leads:

Miss Lynsey Coleman
lynsey.coleman@stannescelydgate.oldham.sch.uk

Mrs Claire Calverley-Smith
Claire.calverley@stannescelydgate.oldham.sch.uk

SENCO:

Miss Nicole Platt
Nicole.Platt@stannescelydgate.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Anne's CE Royton Primary School

Headteacher: Mrs Sue Holt

Main school telephone number:
0161 624 9885

School Email Address:
info@stannesroyton.oldham.sch.uk

Year 6 teacher: Mrs Lyndsey Martin
l.martin@stannesroyton.oldham.sch.uk

Designated Safeguarding Lead: Mrs Sue Holt
s.holt@stannesroyton.oldham.sch.uk

Deputy Designated Safeguarding Lead: Mr Lee Bennett
l.bennett@stannesroyton.oldham.sch.uk

SENCO: Mrs Lyndsey Martin
l.martin@stannesroyton.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Anne's RC Primary School

Headteacher: Mr Jim Graves

Main school telephone number:
0161 770 5401

School Email Address:
info@stannesrc.oldham.sch.uk

Year 6 teachers:

Mrs Jo Osborne
j.osborne@stannesrc.oldham.sch.uk

Mrs Amy Wainwright
Amy.Wainwright@stannesrc.oldham.sch.uk

Designated Safeguarding Lead:

Mr Jim Graves
Jim.Graves@stannesrc.oldham.sch.uk

Deputy Designated Safeguarding Leads:

Mrs Amy Wainwright
Amy.Wainwright@stannesrc.oldham.sch.uk

Mrs L Holt
l.holt@stannesrc.oldham.sch.uk

SENCO:

Miss Charlotte Comer
Charlotte.Comer@stannesrc.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Chad's CE Primary School (Sola Fide)

Chief Executive Headteacher: Mr Peter Burnley

Headteacher: Mrs S Nelson

Main school telephone number:

01457 875151

School Email Address:

info@stchads.sanctaurylc.org

Year 6 teachers:

Miss Jessica Thomson

Jessica.Thomson@stchads.oldham.sch.uk

Mr Becky Fletcher

Becky.Fletcher@stchads.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Elizabeth Challinor-Harris

Elizabeth.Challinor-Harris@stchads.oldham.sch.uk

SENCO/Pastoral Lead:

Mrs P Hamer

phamer@stchads.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Edwards RC Primary School

Headteacher: Mr Patrick McMahon

Main school telephone number:
0161 624 1377

School Email Address:
info@st-edwards.oldham.sch.uk

Year 6 teacher:

Miss G Kershaw
Gemma.Kershaw@st-edwards.oldham.sch.uk

Designated Safeguarding Lead:

Mr Patrick McMahon
p.mcmahon@st-edwards.oldham.sch.uk

Deputy Designated Safeguarding Lead:

Mrs Sally Dell
Sally.Dell@st-edwards.oldham.sch.uk

SENCO:

Miss Amy Aylett
amy.aylett@st-edwards.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Herberts RC Primary School

Headteacher: Mrs S Millington

Main school telephone number:
0161 633 1318

School Email Address:

Barbara.Edwards@stherberts.oldham.sch.uk

Year 6 teacher:

Mrs C McManus
c.mcmanus@stherberts.oldham.sch.uk

Designated Safeguarding Lead:

Mrs S Millington
susan.milligan@stherberts.education

Deputy Designated Safeguarding Leads:

Mrs C McManus
c.mcmanus@stherberts.oldham.sch.uk

Mrs J Collins
J.Collins@stherberts.oldham.sch.uk

SENCO:

Mrs A Bradbury
a.bradbury@stherberts.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Hilda's CofE Primary School

Headteacher: Mrs Trish Burton

Main school telephone number:
0161 624 3592

School Email Address:
info@sthildas.oldham.sch.uk

Year 6 teachers:

Ms Jamie Adler
Jamie.Adler@sthildas.oldham.sch.uk

Mrs R Aziz
r.aziz@sthildas.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Trish Burton
Trish.Burton@sthildas.oldham.sch.uk

Mrs Heather Codling
h.codling@sthildas.oldham.sch.uk

SENCO:

Mrs Kate Graham
Kate.Graham@sthildas.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Hugh's CE Primary School

Headteacher: Mrs Lynne Burnley

Main school telephone number:
0161 770 3171

School Email Address:
info@st-hughs.oldham.sch.uk

Year 6 teacher: Mrs Samantha Harding
s.harding@st-hughs.oldham.sch.uk

Designated Safeguarding Lead: Mrs Lynne Burnley
l.burnley@st-hughs.oldham.sch.uk

Deputy Designated Safeguarding Leads: Mrs Jane Lisic
Jane.Lisic@st-hughs.oldham.sch.uk

Mrs Sue Taylor
Sue.Taylor@st-hughs.oldham.sch.uk

Mrs Graham
l.graham@st-hughs.oldham.sch.uk

SENCO: Mrs Graham
l.graham@st-hughs.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St John's C of E Primary School

Headteacher: Mr Simon Buxton-Moore

Main school telephone number:
0161 694 8096

School Email Address:
Info@stjohns.oldham.sch.uk

Year 6 teachers:

Mr Chris Gibson
c.gibson@stjohns.oldham.sch.uk

Mrs Hayley Clayton
h.clayton@stjohns.oldham.sch.uk

Designated Safeguarding Lead:

Mr Simon Buxton-Moore,
head@stjohns.oldham.sch.uk

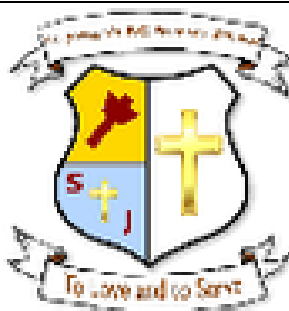
SENCO:

Miss Liz Earle
e.earle@st-johns-inf.oldham.sch.uk

Pastoral Lead:

Mrs Caroline Wood
Caroline.Wood@stjohns.oldham.sch.uk

Further information: for example 'In the first instance, if you have a query, please use the email addresses above' or a school webpage linked to transition.



St Joseph's RC Primary School

Headteacher: Mr Garry Needle

Main school telephone number:
01706 847218

School Email Address:
info@stjosephs.oldham.sch.uk

Year 6 teachers:

Mrs C Knowles
c.knowles@st-josephs.oldham.sch.uk

Designated Safeguarding Lead:

Mr Garry Needle
g.needle@st-josephs.oldham.sch.uk

SENCO:

Mrs A Lyons
a.lyons@st-josephs.oldham.sch.uk

Pastoral Lead:

Mrs G Graham
g.graham@st-josephs.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Margaret's C of E Primary School

Headteacher: Mr Daniel Whittle

Main school telephone number:
0161 770 5900

School Email Address:
info@stmargarets.oldham.sch.uk

Year 6 teacher:

Mrs Catherine Strangwood
Catherine.Strangwood@stmargarets.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Rachel Whittle
r.whittle@stmargarets.oldham.sch.uk

Deputy Designated Safeguarding Leads:

Mr Daniel Whittle
d.whittle@stmargarets.oldham.sch.uk

Mrs Shelley Greenwood
s.greenwood@stmargarets.oldham.sch.uk

SENCO:

Mrs Kelly Jones
k.jones@stmargarets.oldham.sch.uk

Pastoral Lead:

Mrs Shelley Greenwood
s.greenwood@stmargarets.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Martin's CofE Junior, Infant And Nursery School

Executive Headteacher: Mrs Helen Woodward

Main school telephone number:
0161 770 8303

School Email Address:
info@st-martins.oldham.sch.uk

Year 6 teachers: Mrs Baird
c.baird@st-martins.oldham.sch.uk

Mrs Lauren Mack
Lauren.Mack@st-martins.oldham.sch.uk

Designated Safeguarding Leads: Mr Neil Mack
Neil.Mack@st-martins.oldham.sch.uk

SENCO/Pastoral Lead: Mrs Bev Doughty
bev.doughty@st-martins.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Mary's CE Primary School (High Crompton) School

Headteacher: Mrs Pamela Hartley

Main school telephone number:
0161 770 8309

School Email Address:
info@stmaryscecrompton.oldham.sch.uk

Year 6 teacher: Mr S Day
s.day@stmaryscecrompton.oldham.sch.uk

Designated Safeguarding Lead: Mrs Pamela Hartley
p.hartley@stmaryscecrompton.oldham.sch.uk

Deputy Safeguarding Lead: Mrs Joelle Hardman
j.hardman@stmaryscecrompton.oldham.sch.uk

SENCO: Mrs S Ernest
s.ernest@stmaryscecrompton.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Mary's CE (A) Primary School (Dovestone Learning Partnership)

Headteacher: Mrs Suzanne Hall

Main school telephone number:
01457 872264

School Email Address:
info@greenfieldstmary.oldham.sch.uk

Year 6 teachers:

Mrs Lorna Wray (Thursday and Friday)
l.wray@greenfieldstmary.oldham.sch.uk

Mr Ryan Selby (Monday to Wednesday)
ryan.selby@greenfieldstmary.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Suzanne Hall
suzanne.hall@greenfieldstmary.oldham.sch.uk

Mr Ryan Selby
ryan.selby@greenfieldstmary.oldham.sch.uk

Mrs Karen Blackburn
kblackburn@greenfieldstmary.oldham.sch.uk

SENCO:

Mrs Janine Parkin
jparkin@greenfieldstmary.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Mary's RC primary School

Headteacher: Mrs Mary Garvey

Main school telephone number:
0161 681 6663

School Email Address:
info@st-mary's.oldham.sch.uk

Year 6 teachers:

Mrs Stephanie Bushi
Stephanie.Bushi@st-marys.oldham.sch.uk

Mrs Victoria Gorman
c.oleary@st-marys.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Mary Garvey
m.garvey@st-marys.oldham.sch.uk

Deputy Safeguarding Lead

Ms L Clerkin
l.clerkin@st-marys.oldham.sch.uk

SENCO:

Mrs C O'Leary
c.oleary@st-marys.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Matthews's CofE Primary School

Headteacher: Mr Martin Moore

Main school telephone number:
0161 624 9829

School Email Address:
info@st-matthews.oldham.sch.uk

Year 6 teachers:

Mr M Amella
m.amella@st-matthews.oldham.sch.uk

Mrs Jane Mellor
Jane.Mellor@st-matthews.oldham.sch.uk

Designated Safeguarding Lead:

Mr Martin Moore
Martin.Moore@st-matthews.oldham.sch.uk

SENCO:

Mrs Kelly Eyres
Kelly.Eyres@st-matthews.oldham.sch.uk

Pastoral lead:

Mrs Kymberli Spratt
k.spratt@st-matthews.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Patrick's RC Primary School

Headteacher: Mrs Clare Mitchell

Main school telephone number:
0161 633 0527

School Email Address:
info@st-patricks.oldham.sch.uk

Year 6 teachers:

Mrs Janine Jordan
j.jordan@st-patricks.oldham.sch.uk

Designated Safeguarding Lead:

Mrs Clare Mitchell
c.mitchell@st-patricks.oldham.sch.uk

Deputy Safeguarding Lead:

Mrs Alison McGlade
Alison.McGlade@st-patricks.oldham.sch.uk

SENCO/Pastoral Lead:

Miss Debra Taylor
d.taylor@st-patricks.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Paul's CE Primary School

Headteacher: Mrs Hilary Henderson

Main school telephone number:
0161 624 9019

School Email Address:
info@stpauls.oldham.sch.uk

Year 6 teachers:

Mr William Russell
William.Russell@stpauls.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Hilary Henderson
Hilary.Henderson@stpauls.oldham.sch.uk

Mrs H Green
Hayley.Green@stpauls.oldham.sch.uk

Mrs Michelle Sileck-Ainsley
m.sileck-ainsley@stpauls.oldham.sch.uk

SENCO:

Mrs Michelle Sileck-Ainsley
m.sileck-ainsley@stpauls.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Theresa's RC Primary School

Executive Headteacher: Mr Chris Hanson
Head of School: Mrs Helen Williamson

Main school telephone number:
0161 770 3173

School Email Address:
info@sttheresas.oldham.sch.uk

Year 6 teachers:

Mrs Linda McCombe
Linda.McCombe@sttheresas.oldham.sch.uk

Mrs H Rattenbury
h.rattenbury@sttheresas.oldham.sch.uk

Designated Safeguarding Leads:

Mrs L McCombe
Linda.McCombe@sttheresas.oldham.sch.uk

Mr Chris Hanson
c.hanson@corpuschristi.oldham.sch.uk

Mrs Helen Williamson
h.williamson@corpuschristi.oldham.sch.uk

Miss Sally Kershaw
Sally.Kershaw@sttheresas.oldham.sch.uk

SENCO:

Miss Sally Kershaw
Sally.Kershaw@sttheresas.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Thomas CE Primary School Leesfield (Dovestone Learning Partnership)

Headteacher: Mrs Caroline Ireland (Monday, Tuesday and Wednesday)
Mrs Paula Glynn (Thursday and Friday)

Main school telephone number:
0161 770 5710

School Email Address:
info@leesfield.oldham.sch.uk

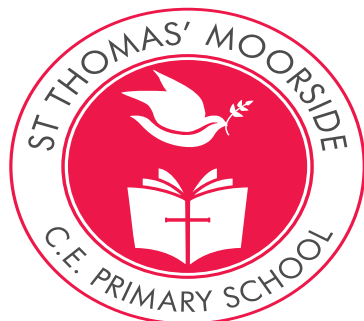
Year 6 teacher: Mr J Whittaker
j.whittaker@leesfield.oldham.sch.uk

Designated Safeguarding Leads: Mrs Caroline Ireland
c.ireland@leesfield.oldham.sch.uk

Mrs Paula Glynn
p.glynn@leesfield.oldham.sch.uk

SENCO: Mrs Liz Schofield
e.schofield@leesfield.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Thomas CE Primary School Moorside (Dove Shell Federation)

Executive Headteacher: Mr Adam Laskey

Main school telephone number:
0161 624 9290

School Email Address:
info@st-thomas-moorside.oldham.sch.uk

Year 6 teacher: Mr A Rashid
a.rashid@st-james.oldham.sch.uk

Designated Safeguarding Leads: Mr Adam Laskey
head@st-thomas-moorside.oldham.sch.uk

Mrs Debra Warren
debra.warren@st-thomas-moorside.oldham.sch.uk

SENCO: Mrs Louise McIntyre
l.mcintyre@st-thomas-moorside.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



St Thomas CofE Primary School Werneth

Headteacher: Mrs Angela Knowles

Main school telephone number:
0161 633 0539

School Email Address:
info@stthomaswerneth.oldham.sch.uk

Year 6 teacher:

Mr Samuel Burrows
Samuel.Burrows@stthomaswerneth.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Angela Knowles
Angela.Knowles@stthomaswerneth.oldham.sch.uk

Mrs J Loader
J.Loader@stthomaswerneth.oldham.sch.uk

Deputy Safeguarding Leads:

Mr P McGrath
pmcgrath@stthomaswerneth.oldham.sch.uk

Mr P Cockson
p.cockson@stthomaswerneth.oldham.sch.uk

SENCO:

Mrs J Loader
J.Loader@stthomaswerneth.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Stanley Road Primary School

Headteacher: Mrs Rebecca Howarth

Main school telephone number:
0161 770 8383

School Email Address:
info@stanleyroad.oldham.sch.uk

Year 6 teacher: Jess Thompson
Jess.Thompson@stanleyroad.oldham.sch.uk

Designated Safeguarding Lead: R Tracey
e.tracey@stanleyroad.oldham.sch.uk

Deputy Safeguarding Lead: R McGladdery
r.mcgladdery@stanleyroad.oldham.sch.uk

SENCO: R McGladdery
r.mcgladdery@stanleyroad.oldham.sch.uk

Further information: for example 'In the first instance, if you have a query, please use the email addresses above' or a school webpage linked to transition.



The Kingsland

Headteacher: Mrs Andrea Skelly

Main school telephone number:
0161 770 3185

School Email Address:
info@kingsland.oldham.sch.uk

Year 6 teacher: Please contact Mrs Andrea Skelly
andrea.skelly@kingsland.oldham.sch.uk

Designated Safeguarding Lead: Mrs Jayne Gregory
jayne.gregory@kingsland.oldham.sch.uk

SENCO: Mrs Katie Millea
k.millea@kingsland.oldham.sch.uk

Further information: for example 'In the first instance, if you have a query, please use the email addresses above' or a school webpage linked to transition.



Thornham St James CofE Primary School

Headteacher: Mrs Margaret Johnson

Main school telephone number:
0161 633 1578

School Email Address:
info@stjamesthornham.oldham.sch.uk

Year 6 teacher:

Mr Antony Jones
Antony.Jones@stjamesthornham.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Margaret Johnson
m.johnson@stjamesthornham.oldham.sch.uk

Mrs Stella Hodgkinson
s.hodkinson@stjamesthornham.oldham.sch.uk

SENCO:

Mrs Samantha Smith
Samantha.Smith@stjamesthornham.oldham.sch.uk

Further information: In the first instance, if you have a query, please email our office staff at info@thorpschool.uk and then emails can be sent to the relevant members of staff.



Thorp Primary School (The Oak Trust)

Headteacher: Mrs Emma Dunn

Main school telephone number:
0161 823 0520

School Email Address:
infor@thorpschool.uk

Year 6 teachers:

Mrs Kath Phillips
k.phillips@thorpschool.uk

Designated Safeguarding Leads:

Mrs Emma Dunn
e.dunn@thorpschool.uk

SENCO:

Mrs Michelle Pollitt (until the end of August 2020)
m.pollitt@thorpschool.uk

Further information: In the first instance, if you have a query, please email our office staff at infor@thorpschool.uk and then emails can be sent to the relevant members of staff.



Werneth Primary School (Pinnacle Learning Trust)

Headteacher: Mr Simon Whittaker

Main school telephone number:
0161 770 5333

School Email Address:
info@wernethprimary.org.uk

Year 6 teachers: Jane Duckworth
j.duckworth@wernethprimary.org.uk

Sahar Abbas
s.abbas@wernethprimary.org.uk

Designated Safeguarding Leads: Katie Malley
k.malley@wernethprimary.org.uk

SENCO/Pastoral Lead: Katy Gregory
k.gregory@wernethprimary.org.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Westwood Academy (Harmony Trust)

Executive Principal: Mr Jonathan Bell
Head of Academy: Miss Sarah Wimperis

Main school telephone number:
0161 627 4257

School Email Address:
info@westwood.theharmonytrust.org

Year 6 teachers: Mr Daniel Lunt
dlunt01@westwood.theharmonytrust.org

Designated Safeguarding Leads: Mr Jonathan Bell
jbell01@westwood.theharmonytrust.org

Mrs Sarah Chandler
schandler01@westwood.theharmonytrust.org

SENCO/Pastoral Lead: Ms Katy Mather
SEN@TheHarmonyTrust.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Whitegate End Primary School & Nursery

Headteacher: Mrs Joanne Conway

Main school telephone number:
0161 770 5460

School Email Address:
info@westwood.theharmonytrust.org

Year 6 teacher:

Mr Richard Scott
Richard.Scott@whitegateend.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Joanne Conway
Jo.Conway@whitegateend.oldham.sch.uk

Mrs Laura Bingham
l.bingham@whitegateend.oldham.sch.uk

Mr Richard Scott
Richard.Scott@whitegateend.oldham.sch.uk

SENCO:

Mrs Lisa Armour
Lisa.Armour@whitegateend.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Willowpark Primary Academy

Headteacher: Louise Hayes

Main school telephone number:
0161 359 5699

School Email Address:
info@willowparkacademy.org

Year 6 teacher:

Christine Duffy
cduffy@willowparkacademy.org

Designated Safeguarding Leads:

Louise Hayes
lhayes@willowparkacademy.org

Laura Humble
lhumble@willowparkacademy.org

Nicola Reid
nreid@willowparkacademy.org

SENCO:

Laura Humble
lhumble@willowparkacademy.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Woodhouses Voluntary Primary School

Executive Headteacher: Mrs Helen Woodward

Main school telephone number:
0161 681 6793

School Email Address:
info@woodhouses.oldham.sch.uk

Year 6 teacher:

Mrs Desia Harvey
Desia.Harvey@woodhouses.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Helen Woodward
h.woodward@woodhouses.oldham.sch.uk

Mr Neil Mack
Neil.mack@woodhouses.oldham.sch.uk

Deputy DSL

Mrs Dena Mulligan
Dena.Mulligan@woodhouses.oldham.sch.uk

SENCO/Pastoral Lead:

Mrs Louise Carter
louise.carter@woodhouses.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the email addresses above.



Woodlands Primary Academy

Executive Principal: Mrs Alison Black
Headteacher: Mrs Catherine Sharpe

Main school telephone number:
0161 359 5698

School Email Address:
info@woodlandsprimaryacademy.org

Year 6 teacher:

Ms Helen Russell
hrussell@woodlandsprimaryacademy.org

Ms Louise Vanes (Year 5/6)
l.vanes@watersheddings.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Catherine Sharpe
csharpe@woodlandsprimaryacademy.org

Miss Laura Humble
lhumble@woodlandsprimaryacademy.org

Miss Nicola Reid
nreid@woodlandsprimaryacademy.org

SENCO/Pastoral Lead:

Miss Laura Humble
lhumble@woodlandsprimaryacademy.org

Further information: In the first instance, if you have a query, please use the email addresses above.



Yew Tree Community School (MY Schools Together)

Executive Headteacher: Mrs Martine Buckley
Head of School: Mr Rais Bhatti

Main school telephone number:
0161 284 5464

School Email Address:
info@yewtree.oldham.sch.uk

Year 6 teacher:

Mr S Howard
s.howard@yewtree.oldham.sch.uk

Mr C Sonczak
c.sonczak@yewtree.oldham.sch.uk

Designated Safeguarding Leads:

Mrs Martine Buckley
m.buckley@yewtree.oldham.sch.uk

Mr Rhais Bhatti
r.bhatti@yewtree.oldham.sch.uk

SENCO/Pastoral Lead:

Miss S Morris
s.morris@yewtree.oldham.sch.uk

Further information: In the first instance, if you have a query, please use the school email address above.

Services who can Provide Additional Support

Sensory and Physical Support Service

The Sensory and Physical Support Service is available for any support required and is made up of 3 teams.

Service for Hearing Impaired

The team is made up of seven teachers of the deaf (QTOD) and three specialist support assistants. Each child with a HI in Oldham has an allocated TOD and the team leader is Clare Prior who can be contacted via email at clare.prior@oldham.gov.uk or via telephone on **07791117318**

Teachers of the deaf:

Nuala McAuley nuala.mcauley@oldham.gov.uk

Alison Russell alison.russell@oldham.gov.uk

Kay Davies kay.davies@oldham.gov.uk

Beverley Magee beverley.magee@oldham.gov.uk

Michele Coupe michele.coupe@oldham.gov.uk

Carey Toft carey.toft@oldham.gov.uk

Raychel Rogers raychel.rogers@oldham.gov.uk

Service for Vision Impaired

The team is made up of 5 qualified teachers of the vision impaired (QTVIs) and six specialist support assistants. Each child with a VI in Oldham has an allocated QTVI and the team leader is Joanne Jones who can be contacted via email at joanne.jones@oldham.gov.uk or via telephone on **07790 543843**.

Teachers of the vision impaired:

Sara Akhtar sara.akhtar@oldham.gov.uk

Judith Bates-Lacy Judith.bates-lacy@oldham.gov.uk

Liz Clancy liz.clancy@oldham.gov.uk

Emma Green emma.green@oldham.gov.uk

Joanne Jones joanne.jones@oldham.gov.uk

Service for Physical Disability

The team is made up of one teacher and one moving and handling advisor. The team leader is Keryn Green and she can be contacted on keryn.green@oldham.gov.uk or 07790 543836.

Moving and handling advisor - Lisa Howarth: lisa.howarth@oldham.gov.uk

Quality and Effectiveness Support Team (QUEST)

Additional support is available from the service via an SLA. Please contact your link QUEST teacher or Pam Hutchinson (Team Leader and Specialist Advisory Teacher) Pam.hutchinson@oldham.gov.uk

Educational and Child Psychology Service

Additional support is available from the service via an SLA. Please contact your link EP or Dr Helen Wyton- Principal Educational Psychologist and Preventative Lead: helen.wyton@oldham.gov.uk Alison Bearn - Senior Educational Psychologist alison.bearn@oldham.gov.uk

SEMHS Team

The Team Manager is Claire Taylor who will be able to provide information on what support/ training they may be able to offer.

SEMHS Team Manager claire.taylor@oldham.gov.uk

EHMW Team

The team manager is Natalie Williams who will be able to provide information on what support/ training they may be able to offer or the team email may also be used.

natalie.williams@oldham.gov.uk

wholeschoolapproach@oldham.gov.uk

Creating a Health Care Plan: Guidance for Schools from Bridgewater Community Healthcare



Creating a Health Care Plan.

Guidance for schools and settings.



Health Care Plans

What is a Health Care Plan?

Supporting children with medical conditions at school is a statutory duty. This guide will support your school to plan ahead and help you to reassure parents and carers that their child's medical needs will be met during the school day.

Children 'shielding' at home will require their Health Care Plan reviewing/updating prior to re-joining school.

Step by step:

Parent/carer	School/setting	Notes
Informs school their child has a medical need	Request letter/recent information/contact information of relevant health professional/s	
Provide letter/report/contact information for relevant health professional/s.	Plan a health care plan meeting with parent/carer. (during social distancing meetings should be via zoom/Microsoft Teams/WhatsApp /etc).	Who else should be invited? SHA can provide support verbal or written. School or parents do not always recognise implications of medical needs in school. Letters from health professionals usually provide relevant information to support completion of a school health care plan.
		Training required? If 'yes' or 'unsure' contact the health professional involved.
to keep school informed of changes and updates to specific care plans.	Plans should be updated 'as required' for individual children.	The health care plan should always be dated and signed at review, even if the plan does not change.

What should be included in your Health Care Plan?

- Up to date contact phone numbers.
- Current guidance from health professional/s attached.
- Actions for school/setting to take to support the child's health needs.
- Include parent/carer and school signatures (during social distancing record date of verbal agreement).
- Date – and planned review date (to individual child's needs).

School Nurse/Health Visitor:

When children have specific medical needs, the health professionals involved will provide specific health care plans. For example, epilepsy, cardiac issues, cerebral palsy.

School nurse/health visitors are available for advice and support, they may not have had recent contact or involvement with a family but can guide you to relevant services. A phone call prior to the Health Care Plan meeting will support you to decide whether attending the meeting will be beneficial.

Example templates:

Individual Health Care Plan Form		Child's Photo
Plan must be renewed annually or when child's condition changes		
Check all that apply...		
Plan was created by:	Plan is maintained by:	
<input type="checkbox"/> Parent <input type="checkbox"/> Doctor or Licensed Practitioner <input type="checkbox"/> Program's Health Care Consultant <input type="checkbox"/> Older school age child (11+ yrs. of age) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Director <input type="checkbox"/> Assistant Director <input type="checkbox"/> Child's Educator <input type="checkbox"/> Other: _____	
Name of child:	Date:	
Any change to the child's Health Care Plan?		
<input type="checkbox"/> YES (indicate changes below) <input type="checkbox"/> NO (updated physician/parental signatures required)		
Name of chronic health care condition:		
Description of chronic health care condition:		
Symptoms:		
Medical treatment necessary while at the program:		
Potential side effects of treatment:		
Potential consequences if treatment is not administered:		
Name of educators that received training addressing the medical condition:		
Person who trained the educator (child's Health Care Practitioner, child's parent, program's Health Care Consultant):		
Name of Licensed Health Care Practitioner (please print): _____		
Licensed Health Care Practitioner authorization: _____ Date: _____		
Parental/Guardian consent: _____ Date: _____		

Pupil's information	
Pupil's Name.....	School Name.....
Pupil's Main address.....	Class/Form.....
Date of Birth.....	Form Teacher.....
Male/female (delete as applicable)	
Emergency contact information	
Emergency contact 1	Emergency contact 2
Name.....	Name.....
Relationship with child.....	Relationship with child.....
Phone (home).....	Phone (home).....
Phone (mobile).....	Phone (mobile).....
Phone (work).....	Phone (work).....
Email.....	Email.....
Other essential information concerning your child	
GP/Special Nurse Name.....	Telephone no.....
SEN co-ordinator (if applicable) Name.....	Telephone no.....
Medical details	
Type of migraine condition.....	
Symptoms.....	
Triggers.....	

DfE Health Care Plan Template:

https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F349437%2FSupporting_pupils_with_medical_conditions_-_templates.docx

Medicines management – short term medication:

School should follow their usual process for managing the provision of short-term medications. These children do not require full health care plans but do require a clear medication plan which should include:

- Date of issue
- Name of child
- Reason for medication
- Name of medication to be administered
- Dosage
- Time of administration
- Route of administration
- Length of time the medication needs to be given
- Possible side effects
- Special requirements such as "take with food"
- Whether or not medication may be self-administered

Medicines should always be stored appropriately and there should be a member of staff available who is trained to administer medicines in school. First Aid Certificates have been extended if they were due to expire on or after 16th March 2020 and school should consider training additional staff where possible.

<https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm>

Medicines management – long term medication:

Parents should seek clarity from a health professional that a child is well enough to return to school. Children shielding should continue to shield until a health professional agrees they can return to school. A child previously shielding at home and returning to school will require their health care plan updating PRIOR to re-joining school. The transition planning meeting should take place before the child returns to school.

Children requiring long term medications such as asthma inhalers/epi pens/epilepsy medication require a full health care plan as their health and medical needs are long term.

Useful Links:

Gov.uk:

Supporting pupils at school with medical conditions

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

Shielding:

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19#living-with-other-people>

Equality Act 2010:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Parent information:

<https://www.theschoolrun.com/school-individual-healthcare-plans>

Key Terms:

SHA:

School Health Advisor (School Nurse)

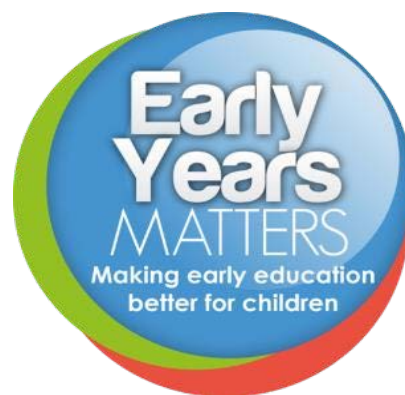
Shielding:

“People who are clinically extremely vulnerable are at high risk of getting seriously ill from coronavirus (COVID19). They should have received a letter advising them to shield or have been told by their GP or hospital clin

Additional Useful Resources

- A Recovery Curriculum for Oldham - <http://anyflip.com/tachi/qfiw/>
- Understanding Challenging Behaviour - <http://anyflip.com/tachi/toju/>
- Guide for Parents during Covid19 - <http://anyflip.com/tachi/sksg/>
- Maintaining Positive Relationships and Staying Connected - <http://anyflip.com/tachi/fjue/>
- Emotional and Mental Well-being during Covid19 - <http://anyflip.com/tachi/ppqf/>

Supporting Transition from Reception to Year 1 Following Break in Schooling Due to Covid-19



SUPPORTING TRANSITION FROM RECEPTION TO YEAR 1

(POST-COVID BREAK IN SCHOOLING)

Prior to the outbreak of the Covid-19 pandemic schools and Ofsted were looking closely at issues around transition from EYFS into Key Stage 1.

Arguably, this was because it was clear that unless and until the divide between these two important stages was bridged children were losing out – going from an informal and active approach to a more sedentary seat-based approach. This was further complicated by the fact that: *‘Reception and Year 1 teachers agreed that the vital, smooth transition from the foundation stage to Year 1 was difficult because the early learning goals were not aligned with the now-increased expectations of the national curriculum.’* (Ofsted, 2017).

To date, due to the pandemic, much remains in abeyance and even the requirement to complete the EYFSP, has been suspended, leaving teachers with less information than ever as children who have completed less than two terms in Reception classes prepare to move into Year 1 in September 2020.

A further and more complicated issue, is not only that children have missed out on vital schooling, but that they have done so in a period of uncertainty when adults, themselves are confused and fearful about the effects of the pandemic.

This booklet is therefore intended to support EYFS and Year 1 leaders and teachers as they negotiate the ‘normal’ transition questions and the ‘new normal’ ones such as how to make up for lost learning time, how to manage resources, where to start, and so on.

Ultimately it is intended to be a guide to ensure that good sense prevails – the slowest way to the end of a race is not one where the runner is tripping and stumbling because of bumps in the road – this booklet will hopefully avoid this by reassuring readers that the best way to achieve what we want is to be like the tortoise who beat the hare because, as he said: slow and steady wins the race! You may also wish to download one of the books about Covid-19 from the websites shown at the end of this document.

'Our knowledge of child development and of the curriculums should inform our practice as we prepare for transition.' (EY Forum, 2019)

What is the Early Years Foundation Stage?

- It sets the standards for learning, development and care of children in childcare, nursery and Reception classes.
- It is based on seven areas of learning and development.
- Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

What is Key Stage 1?

- Key Stage 1 is for children aged 5-7 years.
- The National Curriculum sets the standards that all schools must follow.
- There are 3 core subjects plus 8 Foundation subjects together with RE & PSHE

Comparison between the EYFS and KS1 Curriculum

Early Years Foundation Stage Curriculum	National Curriculum Key Stage 1
Personal, Social & Emotional Development	Personal, Social & Health Education (PSHE); Citizenship
Communication and Language Literacy	English
Mathematical Development	Mathematics
Understanding the World	Science, History, Geography, Design & Technology, Computing, Religious Education
Physical Development	Physical Education (handwriting)
Expressive Arts & Design	Art and Design, Music

Transition

Any transition can have a dampening effect on performance – just ask anybody who has started a new senior role to find out how their confidence dipped at the start before rising once they ‘found their feet’. That is what normally happens when children move from the Reception class into a Year 1 class – however in September 2020 – that situation will be more complicated because children may have missed as much as a term or more of their usual school experience. So, where does that leave them, their parents and their teachers: a long way from normality.

New Normal

In this new normal – where the Reception year is incomplete there is a danger that anxiety could drive practice - so it is important to focus on positives as well as addressing concerns such as what children have missed out on.

All children will have grown and developed physically – and those who have had access to outdoor space may have developed skills such as bike riding, running, jumping or kicking a ball. Others may have developed their IT skills and will confidently find YouTube clips or be able to play games on a tablet. So, some new skills will have been learned and there will be some maturation of physical skills such as balancing – but, of course these do not make up for knowing all the Phase Three (Letters and Sounds) or being able to double, half and share different quantities. HOWEVER, this period of time is unprecedented and everything after this will be different in terms of how to approach teaching – it will be impossible to carry on as normal! Therefore, it's really helpful to consider our priorities so that we negotiate this tricky patch carefully.

Aims and Principles of Smooth Transition

We know from research that transition can be made less daunting if teachers and parents work together and that when they do, this has a positive impact on children. Below are some of the shared aims and principles that will shape a smooth transition from EYFS to Year One:

- Ensure that we retain the best of EYFS practice, recognising that Key Stage One is different
- Making the change from EYFS to Year One practice at a pace that is not too quick so that children continue to feel confident, secure and successful
- Taking account of all information that is shared so that children's needs are understood, particularly vulnerable children or those with additional needs
- Engaging parents in the process so that they know what to expect and can support their children by talking to them about the changes
- Supporting a gradual change in teaching styles from more informal to more adult-led teaching
- Focusing on the ways different children learn – recognising that some children may prefer to work in different ways
- Recognising that effective teaching and learning for 5-7 year olds should be based on what is known about how young children develop and learn (Based on: Smooth Transitions, Bayley, R. & Featherstone, S.)

Needs of young children

Young children thrive when their needs are met across all domains including emotional, social, language, physical and learning domains. Initially these needs are indivisible because early interactions shape babies' and young children's emotional and social development just as playing finger games with them supports their learning and physical development. In the EYFS these are addressed through the four key principles

- Every child is **a unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children **develop and learn** in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

When we meet young children's needs to be recognised, valued and affirmed we help them to feel safe, secure and successful – this is the starting point for all learning.

If some children are obviously anxious or unsettled it is worth considering carrying out some short observations, using the Leuven Well-being and Involvement Scales (Appendix 1) – completing these for any child who is unsettled will provide invaluable information to inform planning for their needs.

The Leuven Scales for Well-being and Involvement

The Leuven Scales for Well-being			The Leuven Scales for Involvement		
Level	Well-being	Signals	Level	Involvement	Signals
1	Extremely low <i>Upset, not responding to environment, avoids contact</i>	<p>The child clearly shows signs of discomfort:</p> <ul style="list-style-type: none"> whines, sobs, cries, screams; looks dejected, sad or frightened, is in panic; is angry or furious, throws objects, hurts others; sucks thumb, rubs its eyes, needs comforter doesn't respond to the environment, avoids contact, withdraws; hurts him/herself: bangs head, throws him/herself on the floor. 	1	Extremely Low <i>Simple, repetitive, passive, no cognitive demand</i>	<p>The child hardly shows any activity:</p> <ul style="list-style-type: none"> no concentration: staring, daydreaming; an absent, passive attitude; no goal-oriented activity, aimless actions, not producing anything; no signs of exploration and interest; not taking anything in, no mental activity.
2	Low	<ul style="list-style-type: none"> The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time 	2	Low <i>50% of time non activity and not concentrating</i>	<p>The child shows some degree of activity but which is often interrupted:</p> <ul style="list-style-type: none"> frequent interruptions in concentration: looks away during the activity, fiddles, dreams; is easily distracted; involvement is not enough to return to the activity • action only leads to limited results.
3	Moderate	<ul style="list-style-type: none"> The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort. 	3	Moderate <i>Busy but at a routine level, energy lacking, concentration at a routine level</i>	<p>The child is busy the whole time, but without real concentration:</p> <ul style="list-style-type: none"> routine actions, attention is superficial; is not absorbed in the activity, activities are short lived; limited motivation, no real dedication, does not feel challenged; the child does not gain deep-level experiences; does not use his/her capabilities to full extent; the activity does not address the child's imagination.
4	High	<ul style="list-style-type: none"> The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity. 	4	High <i>Resumes activity after interruption, not distracted from activity</i>	<p>There are clear signs of involvement, but these are not always present to their full extent:</p> <ul style="list-style-type: none"> the child is engaged in the activity without interruption; most of the time there is real concentration, but during some brief moments the attention is more superficial; the child feels challenged, there is a certain degree of motivation; the child's capabilities and its imagination to a certain extent are addressed in the activity.

5	Extremely High	During the observation the child is enjoying his/herself, in fact he/she feels great:	5	Extremely High	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it: <ul style="list-style-type: none"> • is absolutely focussed, concentrated without interruption;
	<i>Relaxed, confident, open and receptive to environment</i>	<ul style="list-style-type: none"> • looks happy and cheerful, smiles, beams, cries out with pleasure; is spontaneous, expressive and is really him/herself; • talks to his/herself, plays with sounds, hums sings; is relaxed, does not show any signs of stress or tension; is open and accessible to the environment; • is lively, full of energy, radiates; expresses self-confidence and selfassurance. • 		<i>Whole observation concentration, creativity, energy and persistence present</i>	<ul style="list-style-type: none"> • is highly motivated, is strongly attracted by the activity, perseveres; • even strong stimuli cannot distract him/her; is alert, has attention for details, shows precision; its mental activity and experience are intense; the child constantly addresses all its capabilities; • imagination and mental capacity are in top gear; obviously enjoys being engrossed in the activity.

Progression Between EYFS & KS 1

It is important to be clear what progression looks like, when thinking about children's learning at this very significant stage. The tables below (Source: Bath and North East Somerset (2018) Supporting Effective Transitions from the Early Years Foundation Stage (EYFS) to Key Stage 1) show how some areas of the curriculum link:

	40-60 months (3 years 4 months to 5 years)	Early Learning Goal	Exceeding the Early Learning Goal	Year One
Self confidence and self awareness	The 40-60 month child is confident to speak to others about own needs, wants, interests and opinions. They can describe self in positive terms and talk about abilities.	The child is confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	The child is confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.	Citizenship: Developing confidence and responsibility and making the most of their abilities The child can: <ul style="list-style-type: none"> • recognise what they like and dislike, what is fair and unfair, and what is right and wrong; • share their opinions on things that matter to them and explain their views; • recognise, name and deal with their feelings in a positive way; • think about themselves, learn from their experiences and recognise what they are good at; • set simple goals.
Managing feelings and behaviour	The 40-60 month child understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. They are aware of the behavioural expectations in the setting. They are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	The child can talk about how they and others show feelings, their own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	The child knows some ways to manage their feelings and is beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.	Citizenship: Developing good relationships and respecting the differences between people The child can: <ul style="list-style-type: none"> • recognise how their behaviour affects other people; • listen to other people, and play and work cooperatively; • identify and respect the differences and similarities between people; • recognise that family and friends should care for each other; • understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Making relationships	The 40-60 month child Initiates conversations, attends to and takes account of what others say. They explain own knowledge and understanding, and ask appropriate questions of others. They take steps to resolve conflicts with other children, e.g. finding a compromise.	Children play cooperatively taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.	The child can play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.	Citizenship: Preparing to play an active role as citizens The child can: <ul style="list-style-type: none"> • take part in discussions with one other person and the whole class; • take part in a simple debate about topical issues; • recognise choices they can make, and recognise the difference between right and wrong; • agree and follow rules for their group and classroom, and understand how rules help them; • realise that people and other living things have needs, and that they have responsibilities to meet them; • recognise that they belong to various groups and communities, such as family and school.
Listening and Attention	The 40 – 60 month child maintains attention, concentrates and sits quietly during an appropriate activity. He is developing two-channelled attention e.g. can listen and do for a short span.	The child can listen attentively in a range of situations. He listens to stories, accurately anticipating key events and responds to what he hears with relevant comments, questions or actions. He gives his attention to what is being said to him and responds appropriately, whilst still being involved in an activity.	The child can listen to instructions and follow them accurately, asking for clarification if necessary. He listens attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.	Spoken Language (years 1-6): The child can: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers; • ask relevant questions to extend their understanding and knowledge; • use relevant strategies to build their vocabulary; • articulate and justify answers, arguments and opinions; • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates; • gain, maintain and monitor the interest of the listener(s); • consider and evaluate different viewpoints, attending to and building on the contributions of others ; • select and use appropriate registers for effective communication.
Understanding	The child can respond to instructions involving a two-part sequence. He understands humour e.g. nonsense rhymes or jokes and is able to follow a story without pictures or props. He can listen and respond to ideas expressed by others in conversation or discussion.	The child can follow instructions involving several ideas or actions. He answers 'how' and 'why' questions about his experiences and in response to stories or events.	After listening to stories, the child can express views about events or characters in the story and answer questions about why things happened. He can carry out instructions which contain several parts in a sequence.	
Speaking	The child uses a wide vocabulary and enjoys exploring the meaning and sounds of new words. He uses language to imagine and recreate roles and experiences in play situations. He can introduce a storyline or narrative into his play. The child links statements and can stick to a main theme or intention. He uses talk to organise, sequence and clarify his thinking, ideas, feelings and events.	The child expresses himself effectively, showing awareness of listeners' needs. He uses past, present and future forms accurately when talking about events that have happened or are to happen in the future. He develops his own narratives and explanations by connecting ideas or events.	The child shows some awareness of the listener by making changes to language and non-verbal features. He recounts experiences and imagine possibilities, often connecting ideas. He uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.	

Moving and Handling	<p>The child experiments with different ways of moving. He can jump off an object and land appropriately. He negotiates space successfully when playing racing and chasing games with other children, adjusting his speed or changing direction to avoid obstacles. He can travel with confidence and skill around, under, over and through balancing and climbing equipment. He shows increasing control over an object in pushing, patting, throwing, catching or kicking it. This child uses simple tools to effect changes to materials. He handles tools, objects, construction and malleable materials safely and with increasing control. He shows a preference for a dominant hand. He is beginning to use anticlockwise movement and retrace vertical lines. He begins to form recognisable letters. He uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>The child shows good control and coordination in large and small movements. He moves confidently in a range of ways, safely negotiating space. He handles equipment and tools effectively, including pencils for writing.</p>	<p>The children can hop confidently and skip in time to music. He holds paper in position and uses his preferred hand for writing, using a correct pencil grip. He is beginning to be able to write on lines and control letter size.</p>	<p>Handwriting: (see Writing) The child can: Sit correctly at a table and hold a pencil comfortably and correctly; Begin to form lower-case letters in the correct direction, starting and finishing in the right place; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these; Form capital letters (height dependent & alternative formation).</p> <p>Physical Education: Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>The child can:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending; • perform dances using simple movement patterns.
Health and Self-Care	<p>The child eats a healthy range of foodstuffs and understands need for variety in food. They are usually dry and clean during the day. They show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. They show understanding of the need for safety when tackling new challenges, and considers and manages some risks. They show understanding of how to transport and store equipment safely. They practice some appropriate safety measures without direct supervision.</p>	<p>The child knows the importance for good health of physical exercise, and a healthy diet, and talks about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p>Citizenship: Developing a healthy, safer lifestyle The child can:</p> <ul style="list-style-type: none"> • make simple choices that improve their health and wellbeing; • maintain personal hygiene; • know how some diseases spread and can be controlled; • know about the process of growing from young to old and how people's needs change; • know the names of the main parts of the body; • know that all household products, including medicines, can be harmful if not used properly; • know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

Writing	<p>. He can write his own name and other things such as labels and captions. He attempts to write short sentences in meaningful contexts. The child gives meaning to marks he makes as he draws, writes and paints. He is beginning to break the flow of speech into words. He can segment the sounds in simple words and blend them together. He links sounds to letters, naming and sounding the letters of the alphabet. He uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p>	<p>The child uses his phonic knowledge to write words in ways which match his spoken sounds. He also writes some irregular common words. He can write simple sentences which can be read by himself and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>The child can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. He uses key features of narrative in his own writing.</p>	<p>Transcription: The child can: Name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Use the prefix un- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Apply simple spelling rules and guidance, as listed in English appendix 1 Handwriting: (see Moving and Handling)</p> <p>Composition: the child can say out loud what they are going to write about composing a sentence orally before writing it; sequence sentences written by others to form short narratives; re-read what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils.</p> <p>Vocabulary, grammar and punctuation: The child can leave spaces between words; punctuate sentences using a capital letter and a full stop and begin to use question mark or exclamation mark; use the grammatical terminology: letter, word, sentence & full stop, capital letter, singular, plural, punctuation; join words and joining clauses using 'and'; use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>
Reading	<p>The child can continue a rhyming string; He hears and says the initial sound in words. He can segment the sounds in simple words and blend them together. He knows which letters represent some sounds and links sounds to letters, naming and sounding the letters of the alphabet. The child is beginning to read words and simple sentences. He uses vocabulary and forms of speech that are increasingly influenced by his experience of books. He enjoys an increasing range of books. He knows that information can be retrieved from books and computers</p>	<p>The child reads and understands simple sentences. He can use phonic knowledge to decode regular words and read them aloud accurately. He can also read some common irregular words. He demonstrates understanding when talking with others about what he has read.</p>	<p>The child can read phonically regular words of more than one syllable as well as many irregular but high frequency words. He uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. He can describe the main events in the simple stories he has read.</p>	<p>Word reading: The child can: Apply phonic knowledge and skills as the route to decode words; Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings; Read other words of more than one syllable that contain taught GPCs; Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s); Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; Re-read these books to build up their fluency and confidence in word reading.</p> <p>Comprehension: The child develops pleasure in reading, vocabulary and understanding and can: Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; Link what they read or hear read to their own experiences; Retell and consider the particular characteristics of key stories, fairy stories and traditional tales; Recognise and join in with predictable phrases; Appreciate rhymes and poems, and recite some by heart; Discuss word meanings, linking new meanings to those already known; Draw on what they already know or on background information and vocabulary provided by the teacher; Check that the text makes sense to them as they read and correct inaccurate reading; Discuss the significance of the title and events; Make inferences on the basis of what is being said and done; Predict what might happen on the basis of what has been read so far; Participate in discussion about what is read to them, taking turns and listening to what others say; Explain clearly their understanding of what is read to them.</p>

<p>Numbers</p>	<p>The child recognises some numerals of personal significance. He recognises numerals 1-5. He counts up to three or four objects by saying one number name for each item. He counts actions or objects which can't be moved. He counts objects to 10, and is beginning to count beyond 10. He counts out up to six objects from a larger group. He selects the correct numeral to represent 1 to 5, then 1 to 10 objects. He counts an irregular arrangement of up to 10 objects. He estimates how many objects he can see and checks by counting them. He uses the language of 'more' and 'fewer' to compare two sets of objects. He finds the total number of items in two groups by counting all of them. He can say the number that is one more than a given number. He finds one more or one less from a group of up to five, then ten objects. He is beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion. He records his thinking using marks that he can interpret and explain. He begins to identify his own mathematical problems based on his interests and fascinations.</p>	<p>The child can count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, he can add and subtract two single-digit numbers and count on or back to find the answer. He solves problems, including doubling, halving and sharing.</p>	<p>The child estimates a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	<p>Number and Place value: The child can Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens; given a number, identify one more and one less; identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; read and write numbers from 1 to 20 in numerals and words;</p> <p>Addition & Subtraction The child can Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs; represent and use number bonds and related subtraction facts within 20; add and subtract one-digit and two-digit numbers to 20, including zero; solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Number: Multiplication & Division The child can Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Fractions The child can Recognise, find and name a half as one of two equal parts of an object, shape or quantity; recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
<p>Space Shape and Measure</p>	<p>The child is beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe them. He can select a particular named shape. He can describe his relative position such as 'behind' or 'next to'. He orders two or three items by length or height, weight or capacity. He uses familiar objects and common shapes to create and recreate patterns and build models. He uses everyday language related to time and is beginning to use everyday language related to money. He orders and sequences familiar events and measure short periods of time in simple ways</p>	<p>The child can use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. He recognises, creates and describes patterns. He explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>	<p>The child estimates, measures, weighs and compares and orders objects and talks about properties, position and time.</p>	<p>Measurement The child can compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass/weight (for example, heavy/light, heavier than, lighter than) Capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time [for example, quicker, slower, earlier, later] The child can measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) The child can recognise and know the value of different denominations of coins and notes; The child can sequence events in chronological order using language (e.g., before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening); The child can recognise and use language relating to dates, including days of the week, weeks, months and years; The child can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Geometry – properties of shapes The child can recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Geometry – position and direction The child can describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>

Characteristics of Effective Learning
The Characteristics of Effective Learning

Playing and Exploring (Engagement)	Active Learning (Motivation)	Creative and Thinking Critically (Thinking)
Finding out and exploring <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	Being involved and concentrating <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details 	Having their own ideas <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things
Playing with what they know <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	Keeping on trying <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties 	Making links <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
Being willing to ‘have a go’ <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a ‘can do’ attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	Enjoying achieving what they set out to do <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	Choosing ways to do things <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked

Further Resources for Transition from EYFS to KS 1

Suggestions for Keeping Everybody safe in early years and childcare settings can be found at:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1june/planning-guide-for-early-years-and-childcare-settings> <https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-innon-healthcare-settings>

It is really important to be aware of this guidance and to keep up to date with any changes as guidance changes from time to time.

It will certainly be a challenge to maintain learning environments that are both appealing to children and hygienic.

This suggests that it may be sensible to reduce the resources and ensure that any that are used are cleaned frequently on a regular basis and then thoroughly cleaned as different groups of children use them.

If in doubt consult the guidance above and check the government websites regularly!

STAY

SAFE!