



The  
University  
Of  
Sheffield.

**Sharing Voice, Becoming 'Us' and Finding 'Me': Exploring  
transition-to-school narratives of a child described as having  
additional needs and the adults around her**

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**Carol Hatton**

**Part 2: Appendices WT 1-8: Working transcripts**

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## Appendix WT: Working transcripts 1-8

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## Appendix WT1: Evie's July Nursery Tour - Working transcript

Transcript	Notes
<p><b>Initial observations/discussions with staff:</b></p> <p>There is one teacher (Miss D), one nursery assistant (Mrs P) and one support assistant (Miss G) in class. E is supported closely by Miss G. She tells me that she started working with her in February 2015 and reports that E likes a variety of indoor activities. Staff tell me that E has been a little unsettled in nursery as she approaches the end of the year, becoming upset at times and less willing to join in activities when asked, especially different activities, eg she does not want to go onto the field for the 'Enterprise Day' bun sale today and also she became upset at Sports Day last week.</p> <p>When I arrive E is filling in her transition booklet with Miss G, drawing a picture in pink. This will be passed on to school.</p> <p>I introduce myself. Initially E seems shy and I give time for her to become familiar with me. I spend 20 minutes playing alongside her in the sand and watching from a distance before engaging in the tour activity which I ask Miss G to accompany. I also familiarise her with the emotion cards and camera during this time.</p> <p><b>The Tour</b></p> <p>Most children are in the outside play area during E's classroom tour.</p> 	



**1. R: Reads intro script**

**Feeling happy and excited in the sand** [learning to communicate through cards and photos]

2. R: Okay then, do you want to show me E, where you like to play? [showing happy face card]
3. E: [playing in the sand area]
4. R: Is this one of the places you like to play? (1) This is the sand isn't it? So how do you feel E when you're playing in the sand? [Showing emotion fan]
5. E: [playing]
6. R: Do you feel happy, do you feel sad, do you feel okay, do you feel excited, do you feel worried, or do you feel scared? [Showing each emotion card in turn]
7. How do you feel when you're in the sand? (1) Can you point and tell me? (1)
8. E: [Points to happy card]
9. R: You feel happy, is that right? And how else do you feel? (1)
10. You feel happy and how else do you feel E? (1) Can you point and tell me?
11. E: [Points to 'excited' card]
12. R: [Excited? Oh, so you feel excited in the sand (1)
13. I can tell you like it in the sand
14. Gosh, do you want to take a picture of the sand for me, then I'll know you like it? (2) Yes? Do you want to press that button there then, that button there, (2)
15. E: [Presses camera button]



16. R: Yaay, well done (2) and what do you like doing in the sand? (2)
17. I can see that you're feeling that sand (2)
18. Do you have friends who play with you E?
19. R: Do you? Is that a 'yes'? (2) I can see you're saying yes
20. E: [[Nodding] (3)
21. R: Where else do you like playing E? (1) Do you want to show me somewhere else, in your nursery? (2)
22. You like the sand a lot
23. Gosh, shall we look at what else you've got in your nursery? I can see, erm, ooh I can see sticky things over there, and I can see painting things here, and drawing things (1) What else can I see, I can see bricks (1)

**Feeling excited about playing playdough with 'pussycat' cutters**

24. What's here E? [E has moved to another area]
25. Miss G: What do we play with here?
26. E: Playdough [quietly]
27. R: Playdough, is that what you said, playdough? (1)
28. Shall we take a picture of the playdough then, so I know that's something you like? [Takes out camera] (1)
29. We better put some playdough on or I won't know, I'll think 'what's this table?' [laughs]
30. Miss G: So, what do we use, what have we got there?
31. E: Playdough
32. R: Mmm, playdough
33. Miss G: And what are these?

34. R: What are those E?
35. E: ???ter [cutters]
36. R: Oh, you're good at talking (1) Well done (1)
37. Miss G: These are our favourites aren't they? [pointing to cutters]
38. R: Ohh, what are those E?
39. E: Er, er, pullyca
40. Miss G: Pussy cats
41. R: Oh lovely, do you want to take a picture of your favourites then? Remember which button to press?
42. E: [Takes photo]



43. R: Clever you, so now I know that E likes playing in the sand, and E likes playing with playdough (1) especially with [anticipating] (1) what were these ones again? [pointing to cutters]
44. E: P-cats
45. R: The cats, you make cats with the playdough (1)
46. And how do you feel E when you're playing in the playdough? Which one of these will you choose? [Showing emotion cards]
47. How do you feel when you're playing in the playdough?
48. E: [points to 'excited' card]
49. R: [Excited
50. And how else do you feel, excited and (1) how else? (1) [pointing to cards] that's happy, that's sad, that's scared and that's worried (1)
51. You feel excited and (1) how else? [showing cards]

52. E: [Pointing to same card]

53. R: [excited

54. And what other things do you like E?

**I really like the sand**

55. E: [Moves back to sand area]

56. [R gives further opportunities for E to choose other areas she likes in nursery, however she is happy playing in the sand. I respond to her wishes and leave her to play in sand for a time, showing an interest in her play, building rapport]

**I like being with Miss G and am excited to paint**

57. [Miss G asks E if she would like to paint and E spends time painting. I show an interest. Whilst she paints I asks her how she feels about painting].

58. R: Let me show you my pictures again then E, how do you feel, about painting? Can you point and show me?

59. E: [Pointing]

60. R: [Oooh it's another excited one, that big happy face isn't it? (1) Is that how you feel E (1) when you're painting?

61. [More interaction in painting area and E describes some colours she has used. Miss G tells me E plays in a variety of areas, but sand, playdough and painting are her favourites]

62. E: [takes a photo of her painting]



**I choose likes not dislikes**

63. [E did not want to tell me things she doesn't like in nursery. She withdrew herself from the activity, moving herself away when I asked her to show me areas she did not like. I was unsure whether she didn't understand, whether she did not know, or whether she had talked to me enough]

**Miss G says I don't play with trains and roleplay**

64. [Miss G suggested she didn't play with the trains or dressing up clothes at nursery and I took pictures of these to show to E later at my home visit]



65.



66.

**I Like drawing- Look what I can do!**

67. [I stay a little longer, observing E enjoy a drawing activity in nursery]

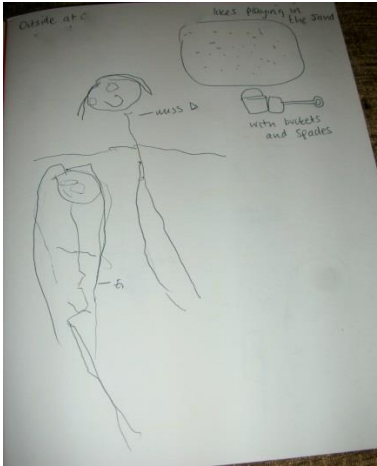
68. [E chooses to take a picture of the drawing she does]



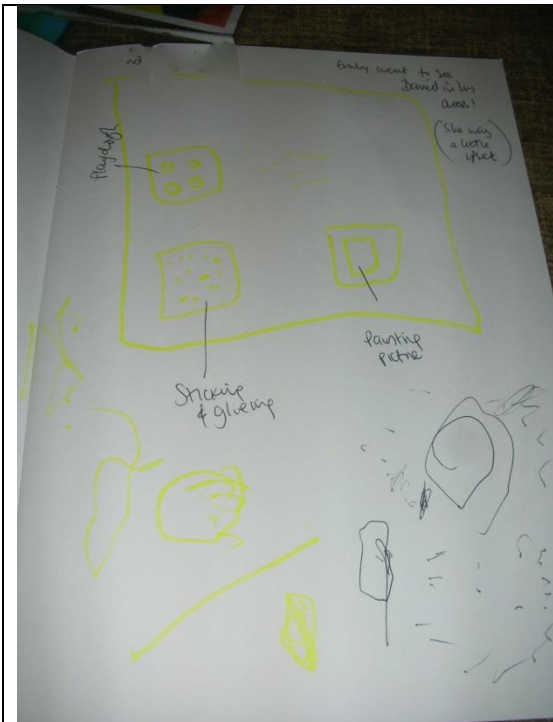


<p>The visit gave me a good opportunity to get to know E, talk to her teachers and also to see what she liked to play with in Nursery.</p>	
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## Appendix WT2: Evie's July Home Interview - Working Transcript

Transcript	Notes
<p><b>R sorts resources / E's journal / child's intro script</b></p> <ol style="list-style-type: none"> <li>1. E: [Picking up journal]</li> <li>2. Mum: She's showing you what she's done</li> <li>3. R: Okay, let's do that first then (1) [moving resources] Okay</li> <li>4. Mum: She always sucks her thumb when she gets her teddy</li> <li>5. R: Oh, right</li> </ol> <p><b>Outside at nursery with Miss D: Sand is my favourite thing</b></p> <ol style="list-style-type: none"> <li>6. Mum: So, what E wanted to draw a picture of is, erm, outside playing</li> <li>7. R: 'Outside at school' [reading caption in journal]</li> <li>8. Mum: with Miss D isn't it?</li> <li>9. R: Oh, right</li> <li>10. Mum: And and, I helped her a little bit to show her how to draw people 'cos she doesn't normally know how to draw people, but E drew the eyes and the mouth on</li> <li>11. R: Did you?</li> <li>12. Mum: And I just helped her, with a a circle for the head but she can do it, and she did the <i>hair</i> herself as well, and these <i>legs</i> (1) didn't you?</li> </ol> 	

- |  |  |
|--|--|
| <p>13. R: Look at those beautiful pictures</p> <p>14. R: Wow, shall I take a picture of that one do you think? (1)</p> <p>15. It looks like to me [takes photo] (2) it looks like it says, what does it say, 'E likes' [anticipating]</p> <p>16. Mum: 'playing in the sand,' my writing's terrible, sorry. In the sand, that's her <i>favourite</i> thing, apparently, and and, what do you play in the sand with? (2) Buckets and spades, don't you? That's what you like, your favourite thing, well that's what Miss D said anyway</p> <p>17. R: Can you point to your favourite thing on here then E? [pointing to picture]</p> <p>18. E: [Points to her drawing of sand]</p> <p>19. R: [Gasps] The sa- do you know something, when I went into nursery what did you show me? (2) What did you show me?</p> <p>20. E: Sand [quietly]</p> <p>21. R: You did didn't you (2)</p> <p>22. E: [turns the page and mum comments below]</p> <p><b>School open day: I liked playing playdough, sticking and painting</b></p> <p>23. Mum: Now I asked her to draw Xschool when she had her open day, but she said I had to help her [Shows picture in journal]</p> |  |
|--|--|



24. R: Mmm
25. Mum: So we just drew a square for the classroom, and mummy asked what she liked playing with and mummy just drew the table, for her to try and understand
26. R: Oh right, so let's see if E can point and tell me, so which of these things here then, so you like playing with [anticipating tone] (1) what's that one? (1) p, is that the p [anticipating] (2)
27. E: Play d [playdough, quietly]
28. R: Playdough, well done E, I love your voice
29. So you like playing with the playdough and what is this one then, what is this one? Can you remember this one? [pointing to sticking] (1) st [anticipating]
30. E: S??? [indistinct]
31. R: Is that sticking? (1) 'better take a picture of that one as well hadn't we? [photo, as above]
32. Mum: [Brings out a picture] They gave it to her [showing]



33. R: So, is that when you went to X School, is it?
34. Wow, so when you went to school you liked playing with the playdough [pointing] and the (1) [pointing] sss [anticipating]
35. You're pointing to the sticking, that's right
36. E: [Points to sticking]
37. R: [Takes photo, as above]
38. So you've been doing playdough [pointing], sticking [pointing] and (1) p-pa [pointing] (1) is it painting? (1)
39. Mum: These are what she did [taking out pictures]
40. R: Oooh, look at this
41. Mum: That's the *painting*, that she did when she was there [shows painting] and *that* [shows craft picture], is the sticking and glueing that she did while she was, those are what you did when, er at your day at X school
42. R: Right, wow [Takes picture]



43. R: (2) So you've been at school, and you've been doing

sticking, painting, and playdough (1)

44. R: Right, okay (1) That's brilliant

**Mum says I was upset at first, but came out with a big smile**

45. Mum: But yeah, she did a little bit of her own drawing and then, erm, she was a little bit upset and we did have a bit of a chat about that, but when she came out with these pictures, you had the *biggest* smile on your face, she was proper proud

46. R: Okay, so let me just ask her a little minute then.

**At school I felt happy**

47. So, when you went, when you went to school [getting emotion cards], how did you feel?

48. I've got all sorts of pictures to help you tell me, So did you feel worried [showing card], happy [shows card], excited [shows card] (1) scared [shows card], sad [shows card], sleepy [shows card]?

49. E: [Looking]

50. R: Which one, do you want to point and tell me?

51. E: [Points to happy]

52. Mum: Ooh

53. R You felt happy. Let's put that there then, and how else did you feel? (1)

Did you feel happy *all* the time or did you feel another feeling? (1) One of these?

54. E [Points to happy] (2)

55. R: None of those? Just happy? (1) [pointing]

Right, let's put that away and take a picture, a picture with the happy face next to it.

Then I know that when you went to X school, you felt [anticipating]

56. E: Happy [quietly]

57. R: Happy, right [taking photo]



58. R: Okay, so you're happy about going to X school then (1) and you do all these things when you go? (2)
59. Right then, let's put those over there, and do you want to turn over the next page E? [Returning to journal]

**Drawing butterflies and telling you my favourite colours**

60. E: [Turns page]
61. R: [Gasp]
62. Mum: You see, I was filling in *my* journal and she wanted to do *hers*
63. R: Did you? (1) Look at that



64. Mum: What're you doing at nursery, what're you learning about? (1)

65. Apparently they've been doing all about caterpillars and butterflies
66. R: Wow, so that's your butterfly picture from nursery
67. Mum: Mummy had to help a little bit but she coloured it in (1) I'm sorry about the yellow but she coloured it in, but she really likes drawing in yellow, it used to be pink and then it changed to yellow
68. R: Right, so I've learnt something else then, so E likes yellow and pink
69. E: And purple [quietly]
70. R: Purple
71. Mum: I heard that, well done
72. R: Yeah, I love the way you talk. Shall I take a picture of this one as well E? [Taking picture, as above]

[At this point we reach the end of the journal and discuss how it could be used over the summer before next interview, eg putting in photos, pictures of new uniform etc. Mum tells me E has been shopping for her uniform this morning]

### **Feeling happy about buying my school uniform**

73. R: So have you been shopping today then? Have you been to buy your uniform? (2)
74. What was it like buying your uniform, E? How did you feel when you were buying your, uniform? [showing emotion cards] (1) All those different pictures, which one do you think? (2)
75. Shall I remind you what they say? That one is excited, that says scared, that's sad, that's happy, and that's a bit worried [showing each card in turn]. How did you feel when you were buying your uniform?
76. E: [chooses 'happy' card]
77. R: Happy, gosh you're happy about going to your new school aren't you? (1)
78. Okay, so, is it alright if I close this up now then, and I'll show



you some of my pictures? (1) Okay?

79. And I'd love to come back again when you've started big school. I'd love to have another look at it with you and you can tell me what big school's like (1) Is that alright?

80. [R takes out and arranges resources for sorting activities and reads intro script]

**I think I'll do drawing, playdough and all the things I like at school**

81. R: When I came to see you at your nursery, this is what you showed me you liked [I show photos E took in nursery, see below].

82. I'm going to put those like that and like that [moving pictures on table]

83. This is Nursery, here [moving phot of nursery] and I'm going to put School over there [moving photo of school]

84. So this is what you said you liked, you said you liked those things [showing E's photos] and you took photos for me didn't you? (1)

85. And these are the things that you didn't like [showing photos], so, I found out all about E.



86. You said you liked [pointing, anticipating tone]

87. E: Sand [difficult to decipher]

88. R: Sand, good girl, and [pointing, anticipating tone]

89. E: ??? dough
90. R: Playdough, mmm, and the [anticipating tone, pointing to painting] (1) painting, and, [pointing to drawing, anticipating tone] drawing, didn't you?
91. All those lovely things there (1) and you *didn't* like [pointing] (1) the trains did you? And you didn't like [pointing] (1) dressing up. (1) Let's take a picture of that shall we? [Photo, as above]
92. R: It'd be fun to see, which of these you might do at your, big school [pointing to photo of school] (1) Let's put big school here (1) [moving photo]
93. Which of these things [pointing to E's photos] do you think, you might do at big school? [pointing to photo of school], can you point and tell me? (2)
94. E: [points to drawing]
95. R: So you're pointing to the drawing, so you think you're going to do some drawing, and what else do you think you'll do at big school, E, can you point, and show me? (3) What do you think you'll do? [indicating photos]
96. E: [Pointing to playdough]
97. R: Playdough?
98. E: ???
99. R: Is that yes?
100. E: [Nods]
101. R: Your nodding, yes [laughs], what about the sand, do you think you'll do sand (1) at big school?
102. E: [Making gesture to all her 'likes']
103. R: So *all* of those things, you think you'll do *all* of those things (1) at big school [moving 'like' photos underneath photo of school, see below]
104. Do you think you'll do those ones? [pointing to 'dislike' photos]
105. E: [Shakes head]
106. R: No? No, so if you're going to do all of those things, I

better take a photo of that then hadn't I?

107. [Takes photo, shows to E]



108. E: [Looks at photo]

109. R: Lovely, okay, so that's *really* good, so we're going to do all these things at school, and erm (2) [sorting picture cards]

**I think I'll feel happy at school, just happy**

110. R: We've thought a little bit about this already haven't we, so when you go to school E, let's have a look at some of these feeling cards and you can tell me (1) how do you think you'll *feel*, when you go to school?

111. Let's have a look at these and see if you can (1) [indicating emotion cards on table] point to which one (1)

112. Will you feel, will you feel happy [pointing to card], will you feel (1) a little bit worried [pointing to card], sad [pointing to card], or

113. E: [[Selects happy card]

114. R: Ooh, definitely feel happy (1) so we're definitely gonna feel happy when we go to school (1)

115. How else will you feel? (2) You'll feel happy and, [anticipating] how else will you feel (3) which other one? (3) which one will you choose? (3) excited, scared (1) a little bit worried, or sleepy, or sad? [pointing to each card] Can you

choose another one? (2)

116. E: [Selects happy card]

117. R: Just happy, just happy (1) that's what you (1)

118. Mum: [That makes mummy feel reassured

119. R: Yeah (1) 'cos sometimes people are a little bit worried

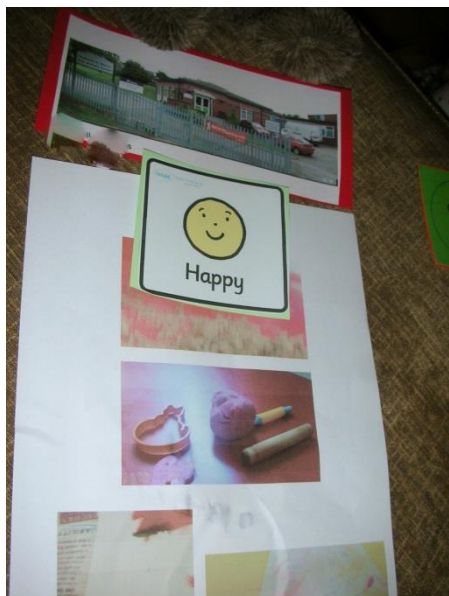
120. Mum: A little bit worried when she first gets there, were you a little bit worried at the start?

121. E: [No response] (2)

122. R: No? So, E says she's happy,

123. Mum: Well that sounds good to me

124. R: That's what you're saying is it? (1), okay [takes photo]



125. R: Right, well, you've shown me your journal, haven't you (1) and we've used lots of pictures to tell me about your first visit (1) You've told me how you feel haven't you? (1)

126. So, I've brought some things on here [showing Ipad] that you might like to have a little look at (1) This is all about, school (1) let me show you what we've got here [setting up TM session on Ipad, entering password etc]

### **Things I'll Like and things I'm not sure about**

[Talking Mat Activity 1: 'My Body and Skills' ]

E now tells me her thoughts about what she does at school. She does this by engaging in a choosing activity on the Ipad, by

selecting pictures (skills) and placing them beneath the 'like', 'not sure' and 'dislike' headers on the Talking Mat Ipad resource (see photo below).

The audio recording of this activity is not fully transcribed, but instead recorded visually, alongside observation notes that help to describe *how* E tells her story. An excerpt is transcribed to illustrate the manner of her telling, including how I introduce the activity and how I check for responses.

Whilst I transcribe conversation that further illuminates E's visual choices in subsequent TM activities, this did not occur within this activity.

*Introducing and checking responses*

...

127. R: So E, we've got all sorts of different things that you might do when you start school, right [showing TM pictures] (1)

128. We're going to think about things you might *like* [pointing to thumbs up icon] and things you might *not* like [pointing to thumbs down icon] (1) and it's absolutely fine *not* to like things (1) okay, so, we don't like everything

129. E: [Looks at TM pictures]

130. R: So, when you're at school, at XSchool (1) let's find some things you might do [showing selection of pictures on TM App]

131. Will you do drawing at your school? Do you want to point to it? (2) Tap on it, it should come into the middle

132. [R shows E how to select image and E selects]

133. R: [Demonstrates how to position image on screen, choosing 'like' 'not sure' or 'dislike' options] You can tell me, you can say, yes I like it lots [moving image to 'like' position], or you can say, mmm, not sure [moving image to 'not sure'], or you can say I *don't* like it [moving image to 'dislike']

134. E: [Moves 'drawing' image beneath 'like' option]

135. R: You want to say you like it, is that right? [R consistently

checks responses in this way]

...

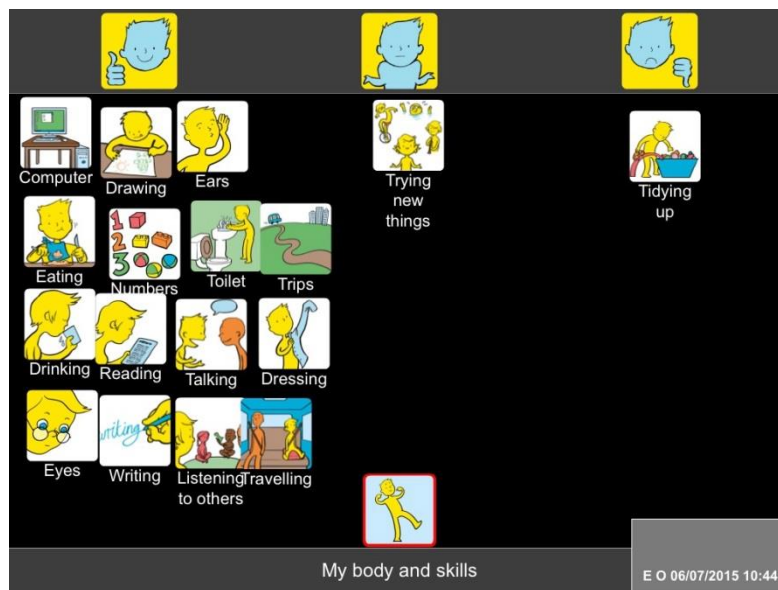
### *Further description of activity*

[E continues to select and position pictures relating to skills at school and whether she likes them, is not sure, or dislikes them

At the end of the session I review responses with E by verbalising her choices whilst pointing to the TM pictures, summarising all the things she has said she likes, those about which she is unsure and those she doesn't like. I ask if she would like to move any pictures.

The session is saved and a photograph taken].

136. See TM photo below displaying E's choices.



### *Observation Notes*

- E tells me she likes drawing, reading, writing, numbers, computers, eating, drinking, looking at things, listening, talking to friends, travelling, using the toilet, getting dressed, trips to school.
- She is not sure about trying new things and doesn't like tidying up
- E positions pictures carefully and thoughtfully

- She seems to take more time to position the 'talking' picture and moves it from 'not sure' to 'like' ('is that something you like, or don't like, or are you not sure? [pointing to each header], 'you can put whatever *you* think" - Evie choosing first the 'not sure', then the 'like' header)
- E puts 'sleeping' and 'behaving' into the recycle bin - doesn't think she will need to be good at sleeping, not important for school?
- Review – E agrees with her choices and does not want to move anything

### **Things that make me happy at school and things that don't**

[TM Activity 2: 'Things I do and support']

As previously, in response to each image, E proceeds to select and position pictures, but this time relating to things she does and what supports her at school. She chooses whether they make her feel happy, unsure, or unhappy about starting school.

An excerpt is transcribed to illustrate conversation that further illuminated E's visual story, relating to unexpected choices around 'friends' and 'playing' (which she places under the 'sad' heading).

#### *Checking unexpected responses*

...

137. R: What about friends, friends at school

Do they make you happy [pointing] are you 'not sure' [pointing] or do they make you 'sad'? [pointing]

138. E: [Positions 'friends' under 'Thumbs Down'] (3)

139. R: What does that one mean? [pointing to 'thumbs down'] (1)

That's the sad one (1) Do friends make you feel sad?(1)

140. E: [Chooses not to move 'friends']

141. R: or are you not sure [pointing] or do they make you happy? [pointing]

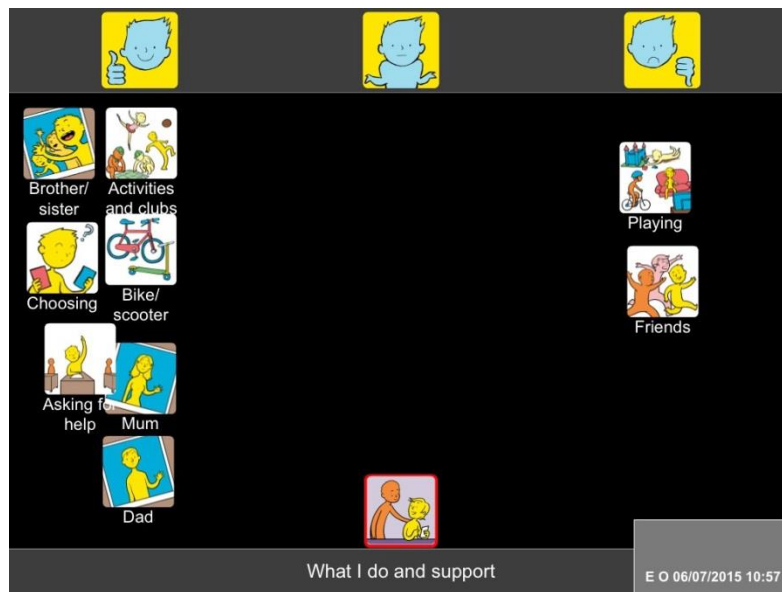
Is that where you want to put it, E? (1)

friends make you sad?

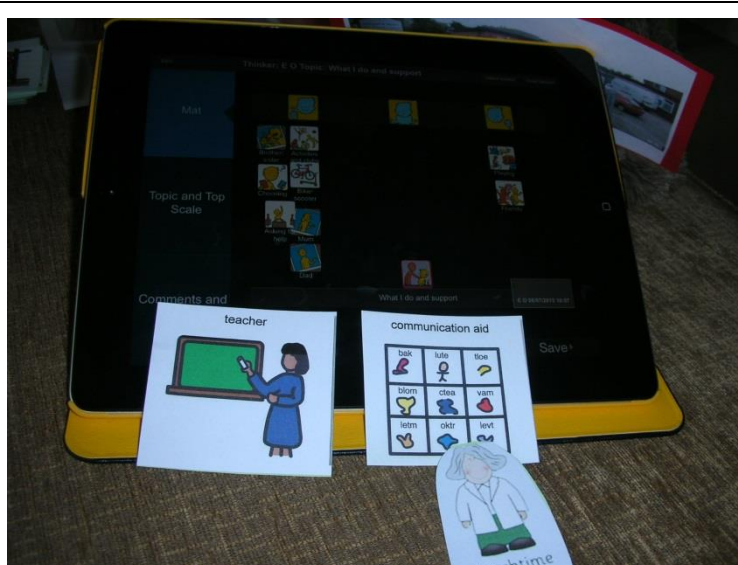
142. E: [Chooses not to move 'friends'] ...

At the end of the session I review responses by verbalising her choices whilst pointing to the TM pictures and ask if she would like to move any pictures. The session is saved and a photograph taken.

143. See TM photo below displaying E's choices.







### *Observation Notes*

- E tells me that her mum, her dad, her brother, clubs, choosing, asking for help, her bike and teacher make her feel happy about school
- She is not sure about pictures or dinner time and tells me friends and playing making her sad.
- Review – E agrees with her choices and does not want to move anything
- Further explanation was necessary around some pictures, eg clubs

### *Checking responses with mum*

- I ask Mum about E's earlier response re friends and playing. Mum feels this was a response she expected, since although E interacts confidently with one best friend, she thinks E may be referring to 'friends' more generally. When E tells me playing makes her sad she suggests E may mean playing out in the playground.

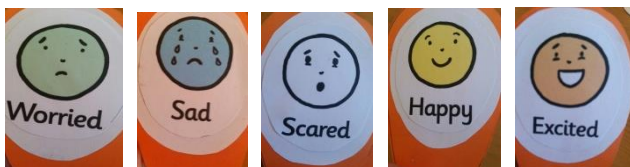
### *Talking of conversation with E*

- Conversation between mum and R relates to use of activities/visuals to support E and mum's observations that these have been really helpful in supporting E's

<p>participation/communication. Mum comments that the session had 'got lots out of her' and that 'you've actually got some conversation from her'</p> <ul style="list-style-type: none"><li>• 'It's so nice to see that working, 'cos as I say, when other people come and try and have a verbal conversation, they find themselves, they don't really get anywhere'</li></ul> <p>Parting discussion: Mum describes E's artistic talents (commenting on similarities with her own artistic skills) and her view that E enjoys these sorts of activities as they allow her to work individually and also draw on her fine motor strengths/dexterity. Mum reports that E has had gross motor difficulties in the past and has had physio, referring to a mild Ataxia diagnosis and being loose jointed, which she was told contributed to her not walking earlier. However, she comments that this seems to have improved recently. Mum also describes the opposite skill sets of her two children, with elder son finding fine motor skills difficult but being very athletic and E finding gross motor skills more difficult but having very good fine motor skills.</p>	
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## Appendix WT3: Evie's September Reception Tour - Working Transcript

Some time is spent familiarising E with my presence, talking to staff and observing her within the classroom. (Staff generally feel E has made a positive start to school. See summary notes following transcript)



Transcript	Notes
<p><b>Observation</b></p> <p><b>E seems happy in her setting, relating to others and making choices</b></p> <p>E smiles as I enter, she recognises me. Seems settled on the carpet at outskirts and then engages happily in areas of classroom (writing, playdough, sand) before I approach. She is playing alongside other children, not separately, sharing resources. The classroom environment appears calm and there are two teaching assistants and one teacher supporting the class. Clear instructions are given and there are many activities to choose from. The session is a choosing session where children can independently engage in activities they wish, both inside and outside. Staff allow E to interact with her environment independently, being available for her if she needs them, however, E does not approach staff and appears happy to engage alongside other children in activities.</p> <p><b>Tour: Introduction</b></p>	

**1. R: Reads intro script**

2. I'm trying to find out what it's like to start school, 'cos before, you were *here* [pointing to photo of nursery] weren't you, and now you're *here* [pointing to photo of new school]
3. Last time I came you hadn't started school

**TP: Feeling excited about school**

4. So E, can you look at these pictures and tell me how you feel about school? [showing emotion cards]
5. That says 'happy' [pointing to card], 'sad' [pointing to card], exci- [pointing to card],
6. E: [[E responds before I have shown all cards, pointing to excited]
7. R: Ooh, is it the excited one? [Pointing to the excited card]
8. R: There's also 'worried' [pointing to card] and 'scared' [pointing to card]
9. Which one is most like E? (2) most how you feel about school?
10. E: [Points to 'excited' card]
11. R: Excited one
12. R: Thanks for telling me, and I can tell because you've got a big smile on your face haven't you? (2)
13. Do you think you could show me all round your class? Can you show me which things you like?

**Feeling excited in the sand**

14. E: [takes me to the sand area in the covered area] [two other children are playing in the sand]
15. R: What's this one? (3)
16. E: Sand
17. R: Mm, it's sand isn't it?
18. And when you last talked to me you said you were looking forward to [anticipating]



[ show photo of nursery sand]

19. E: [points to picture]
20. R: The sand, didn't you?
21. E: [smiles]
22. R: I love your smile [laughs]
23. So you like playing in the sand (1)
24. Shall we take a photo of the sand then? [taking out camera], then I'll know what you like at your new school (2) because I won't know if you don't tell me will I?
25. Would you like to press that button there?
26. E: [takes photo]



27. R: And then I know that E likes the (2)
28. E: Sand
29. R: E likes the sand, yeah
30. And how do you feel when you're playing in the sand then?
31. Would you like to choose one of these [showing emotion fan] (2)  
How do you feel when you're playing in the sand?
32. E: [Points to 'excited']
33. R: [Excited, we'd better take a picture of that then, hadn't we?



34. E: [takes photo of excited]

### **I have friends at school**

35. R: Do you play with anybody in the sand E?  
36. E: [Plays in sand with her friends. I show an interest] (7)  
37. R: Have you made friends at your new school, E?



- [ showing picture] (2)  
38. E: Yeah [quietly]  
39. R: That's nice to know, so E has friends at school

### **I like inside and outside**

40. Ooh, so I can see lots of exciting things in your new school (2)  
You can go inside and outside, whenever you want to  
41. R: Can you show me [using cards], how that makes you feel?  
42. E: [[points to happy ]  
43. R: Okay (1) Let's take a picture of happy, can you press the button?



44. E: Yeah [takes photo ]  
45. R: So I've found out a little bit about E and your new school now, haven't I? (2)  
46. I've found that you still like playing in the sand, and it's okay going in and out of the classroom (1)

### **I still really like playing in the sand**

47. Can you show me some other things?  
48. E: [Carries on playing in sand]  
49. R: Or do you want to finish playing in the sand and then show me?  
50. E: [Carries on playing in sand]  
51. R: Okay, I'm gonna wait a little bit and then you can show me

some other things when you've finished

52. E: [Plays in sand filling moulds for another two minutes and then finishes]

### Feeling happy and excited doing sticking

53. R: Are you taking me somewhere else? (2) What else do you like?

54. E: [leads me to another area]

55. R: What's this then? (3)

56. What do we do here, in this place? (3)

57. E: Sticking

58. R: Sticking?

59. E: [Showing me resources from the craft boxes]

60. R: Right well I tell you what, we'd better let you take a picture of this, erm sticking.

61. Do you want to press that button, and then we know that E likes sticking, don't we?



62. E: [Takes photo]

63. And how do you feel about sticking E, are you gonna show me one of these pictures, I'll let you show me, which one



64. E: [points to happy ]

65. R: What does that one say, happy?

66. Right, so how else do you feel about sticking? Which one, how do you feel?

67. So that one says 'happy', that one says 'sad', that's 'scared', that's 'excited', and that says 'worried' (2)

68. How do you feel about sticking?

69. E: [points to excited]

70. R: That one, do you want to take a picture of how you feel about sticking then?



71. E: [Takes picture of excited ]

72. R: That says excited doesn't it?

73. So, I know you like sticking, I know you like sand (1) what else do you like?

### **The writing table is exciting and different**

74. E: Mmm

75. [Takes me to inside writing table]

76. R: Ooh, this is different (2) I didn't see you doing this at nursery

77. Did you do this at nursery E? (2)

78. E: No [quietly, shakes head]

79. [She draws around the letters, showing me]

80. R: Do you want to take a picture of that, then?

81. E: [Takes photo]



82. E: [spends several minutes playing in this area, showing me her writing]

83. R: How do you feel in this area then (1) Which one is how you feel about the writing table? [showing emotion fan]

84. E: [chooses card]

85. R: That one? Let's take a picture of that one then





86. E: [Takes photo of excited ]

**Not sure about showing you what I don't like**

87. R: Okay, so E, would you show me something you *don't* like?

88. E: [No response]

89. R: Is there anything you *don't* play with very much?

90. E: [No response]

**This is what I can do: Playdough makes me happy**

91. R: Okay, so where else do you like in your class?

92. E: [Wanders around classroom. I follow].

93. [Takes me to playdough]

94. R: Is this something you like E?

95. E: [Reaches for camera. Takes photo]



96. R: And how do you feel about playdough? [showing emotion cards]



97. E: [Points to happy face] [I take photo]

**When you ask, I tell you I don't like roleplay**

98. E: [Continues around classroom]

99. R: [I point to dressing up area as we walk past] Is this something you like playing with, E?

100. E: No [quietly, shakes head]

101. R: No? Shall we take a picture of that (1) to say that's something you *don't* like?

102. E: [Takes picture]



103. R: Okay, so you don't really like dressing up (2) but you *do* like other things don't you?

**I feel excited playing with shapes outside**

104. E: [Leads me to the shapes outside]

105. E: [Begins to play, picks up coloured plastic shape, looking at me through it]

106. R: This is something quite different, isn't it?

107. Would you like to take a picture of this because it's very different isn't it?



108. E: [Takes a picture and spends time playing in this area, frequently looking at me through the coloured plastic]

109. R: What's it like playing here then? [showing emotion fan] (2)  
Which one of these?

110. E: 'cited [quietly, pointing to excited card]

111. R: Another excited one

**I like the letters: I feel excited**

112. E: [Moves to magnetic letter board outside]

113. R: What do you do here then?

114. E: [Plays with letters, showing me how they stick onto the board]

115. R: Is this something you like E?

116. Would you like to take a picture of this?

117. E: [Takes photo]



118. R: And how do you feel? [showing cards]

119. E: [takes photo of excited card]

**Playing with the bricks: Carol hasn't seen me do that before**

120. E: [Moves away to play with soft bricks outside in construction area until tidy up time]

121. R: [I take a picture of this as it is something I haven't seen E doing before]



122. R: [Talking to TA, she says this class really like the outside. E

will venture outside although prefers covered area]

**I spend a long time tidying the water with others: it's okay**

123. [E chooses to tidy the construction outside, then helps two children pick up train track they have dropped, before helping them to carry the box].

124. [She moves to tidy up the playdough and then, water area, where she spends the most time]

125. R: [Takes photo of E tidying up the water]



126. R: So E (2) how do you feel about tidying up the water then?  
[showing emotion fan] (2) Which one?

127. E: [Continues to tidy water]

128. R: E, is it something you like, or don't like?

129. E: [carries on]

130. R: or is it okay?

131. E: O??? [okay, quietly]

132. R: Right (2) We'll take a picture of that then

133. E: [Spends a long time tidying up the water, showing me and at times telling me where things go]

134. E: In this pot.

135. [She continues to do so even when the rest of the group are sitting on the carpet]

136. R: Okay, well done, E. Thank you so much for showing me your class (1) I'm looking forward to seeing you again

**I join in school carpet time routines**

137. [E goes to sit on her carpet spot. She is listening to her

<p>teacher. On the carpet E puts her hand up to say she will put something in her new home–school diary over the weekend]</p> <p>138. [Follows instructions for collecting shoes and book bag when her group is instructed by teacher]</p> <p>139. [Joins in actions led by teacher on carpet, eg clapping games]</p> <p>Carol talks to Mrs P, see below [She says flexibility, relationships and independence skills are important to me. She thinks I don't like PE. and sometimes carpet time is difficult for me]</p>	
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### **Observations/ on-going reflections**

E seemed to want to show me around and seemed to really enjoy this, giving eye contact, verbalising at points, smiling.

E is smiling, seems happy today at school exploring independently and also being with others.

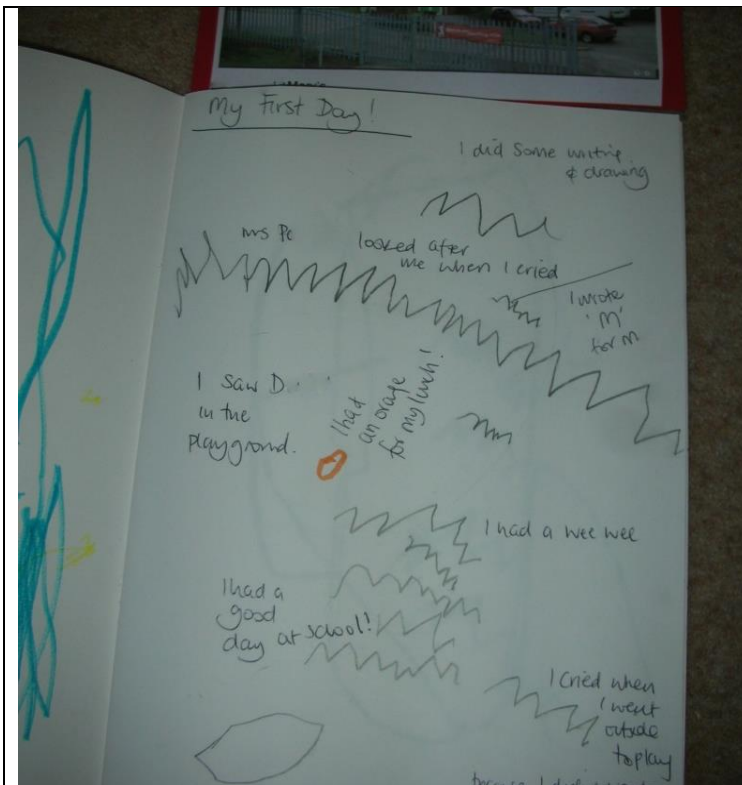
### **Discussion with Mrs P (who supports E in class am)**

Mrs P talks of a positive start, the importance of routine and relationship with E, of getting to know and understand her (eg recognising her sense of humour, recognising that carpet time can be difficult for her and that she doesn't like attention/ being singled out). She tells me that physically E is moving around the classroom confidently, although in PE she doesn't like contact games.

Mrs P feels that routines and independent skills have helped her to settle, as well as familiarity with school and staff. She feels staff skills include standing back and letting her develop her interests whilst still being available, being flexible in approach, aware of what makes her confident, responding to her emotions and giving opportunities.

## Appendix WT4: Evie's September Home Interview - Working Transcript

Transcript	Notes
<p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>1. R: [Sorts resources and then reads child intro script] ... so can you remember, what I'm trying to find out?</li> <li>2. I'm trying to find out about what it's like moving from, your old nursery [showing nursery photo], to your, new school [showing school photo], aren't I?</li> <li>3. And are you happy to talk to me about that [ show smiley face], or not [show sad face]?</li> <li>4. E: [points to smiley face]</li> <li>5. R: Okay, and if you want to stop at any time, just show me that [pointing to sad face card and putting cards on table]</li> <li>6. R: Right then, so, I've brought some pictures and things [indicating resources], but you've also got your journal and I can see you want to show me your journal [E is holding her journal]</li> </ol> <p><i>Sharing Journal</i></p> <ol style="list-style-type: none"> <li>7. R: So, do you want to show me your journal, what've you got in there then? (1)</li> </ol> <p><b>First day: Mixed feelings and new experiences</b></p> <ol style="list-style-type: none"> <li>8. E: [Opens journal to show me]</li> <li>9. [We look briefly at pictures from July and then turn to 'My First day']</li> </ol>	



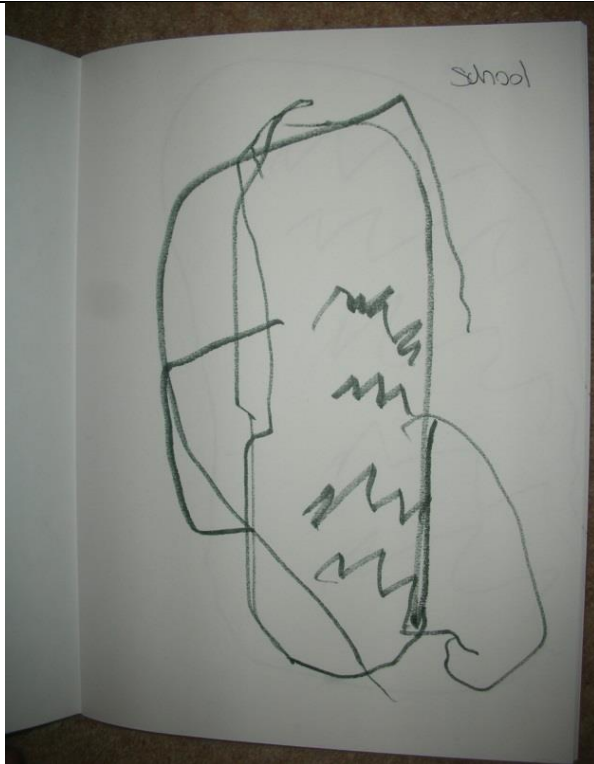
10. R: *Ohh*, look at this, 'My first day' [reading text on journal page]  
 (2) What did E do on her first day?

[We look at the journal page E and mum have recorded together after her first day. E listens as I comment on her pictures and read mum's text. She does not offer additional verbal information, but responds to some of my questions with yes/no or nod/shaking actions, indicating that she did some writing, liked seeing her brother in the playground, had an orange for lunch and went to the toilet. She had a good day, but cried because she didn't want to play outside, preferring playing inside. She affirmed that Mrs P was the person who helps her at school, see below]

11. R: Ooh, you've been doing some [pointing to page, anticipating tone] (2) some writing?
12. E: Yes [points]
13. R: 'I saw D in the playground' [reading text] (3) Was it nice seeing your brother in the playground?
14. E: [Nods]
15. R: I can see you're saying yes aren't you?
16. You had, ooh, what did you have for your lunch? (3) What's that? [pointing to page] (3) Is it an orange?
17. E: Yeah [quiet]

<p>18. R: I can tell it's an orange 'cos it's all orange</p> <p>19. 'I had a good day at school' [reading text] (2)</p> <p>20. Ooh look at this bit here, you went to the toilet for a wee (2)</p> <p>21. 'I cried when I went outside to play' (2) Did you, so you didn't want to go outside? (2)</p> <p>22. E: No</p> <p>23. R: No? Is that because you preferred it <i>inside</i>?</p> <p>24. E: [Nods]</p> <p>25. R: I can see you're nodding (2)</p> <p>26. Ooh, and Mrs P, who is Mrs P then? (2) Is that the person I talked to when I came to your school? (3)</p> <p>Does she help you at school?</p> <p>27. E: Yes [quietly]</p> <p>28. R: She does doesn't she</p> <p>29. R: Okay, well shall we take a picture, 'cos you'll want to keep your journal won't you?</p> <p>30. E: [Takes a photo of the journal page] (as above)</p> <p>31. R: Ooh thank you, let's have a look at the next bit then, you show me the next bit in your book</p> <p><b>Lots of writing at school</b></p> <p>32. E: [Turns to next page] (3)</p> <p>33. R: What's this one? Your 'school' [reading caption] (2)</p>	
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34. Is that your classroom?
35. Mum: I think it's her writing
36. R: *Ohh*, is that what you *do* at school, is it your writing at school?
37. E: [Nodding head]
38. R: Wow, I can tell that you're nodding your head
39. R: Let's get the camera (1) We'd better take a picture of that one as well, hadn't we?
40. R: All these lovely things you've done in your journal
41. E: [Takes photo, as above]
42. R: [You're getting good at that now]
43. Let's see what's next then, you show me, this is yours isn't it, telling me all about your new school

**More writing on first day**

44. E: [Turns page]
45. R: You've done loads in here haven't you?
46. Oh look, your writing



47. R: You're learning to write at school (1) Are you learning to write?
48. E: [Nodding]
49. R: I can see you're nodding your head again
50. Let's have a photo of your writing then (1) I'm going to have so many lovely pictures aren't I, of your school?
51. Is this something that you did on your *first day*? (2)
52. Mum: This is *all* the first day
53. R: All the first day?
54. Mum: She came home and she was drawing for *ages*
55. R: Aww
56. Mum: And she told me what to put at the top
57. R: Did you? That's lovely E
58. Let's take another picture then, do you know which button to press? Just here, really hard
59. E: [Takes photo]
60. R: Right, so you like writing, on your *first day* you did writing

**I can draw: Drawing M [dog] on my first day**

61. E: [Turns page]

62. R: Wow, is this all on your *first day*?

63. Gosh and then you started drawing M [dog] as well



64. Mum: I know, I was really impressed because she put, she told me they were the ears (1) and the tail, and the legs

65. R: Oh wow

66. Mum: Now that's, you know D didn't get to that 'til, this is quite good for E I thought

67. R: Mm, it's lovely E, and you, you like your M [dog's name] don't you? (2)

68. Shall we take a picture of M as well then? (2)

69. That'll be nice for me to remember (2) right then

70. E: [Takes photo of her drawing]

71. R: Right then, what else have we got in your book? (3) Let's see what you've put in your book, your starting school book

### **Drawing mummy after my first day at school**

72. E: [Turns page]

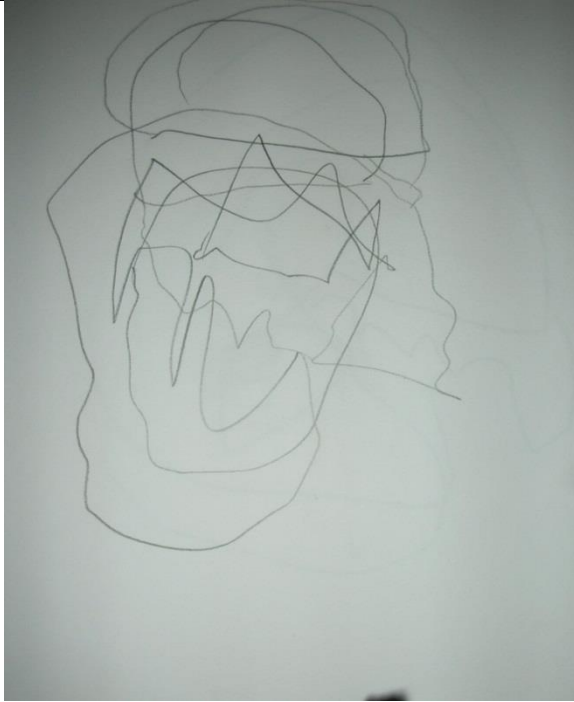
73. R: What does it say? (2) 'Mm-
74. E: [[No response]
75. R: Mm
76. E: Mummy [quietly]
77. R: 'Mummy' doesn't it? (1) Is this mummy?



78. Mum: It's quite a detailed drawing
79. R: It's *really* detailed
80. Mum: [I think Picasso's got some serious competition there
81. R: Yeah, you said that last time didn't you?
82. Mum: [laughing] She's really good
83. R: Mm, I can see you like your drawing (2)
84. Shall we take a picture of that one then?
85. E: [Takes photo, as above]

### **A drawing of Evie**

86. E: [Turns over next page]
87. R: Ooh and, gosh, you've got so many, I can tell you like your drawing don't you?
88. So this is E now [caption says Evie, not captured in photo below]



89. R: So when you came back from school you really did a lot of drawing

90. Mum: [She was *really*, excited to do it

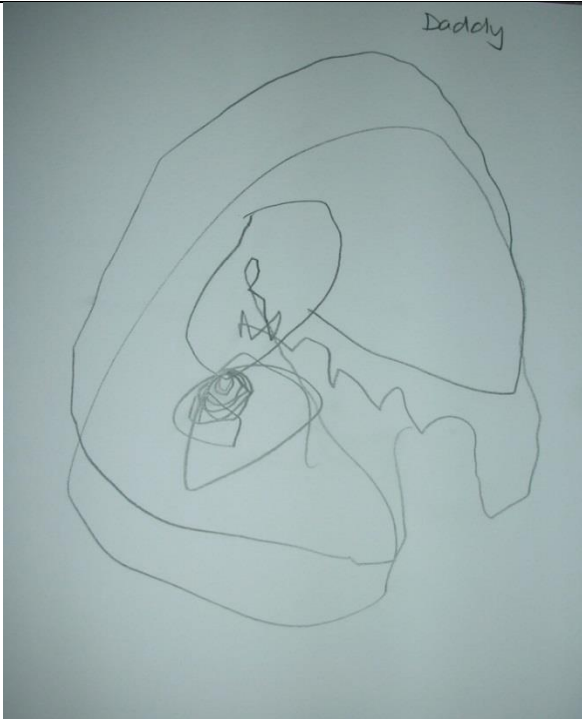
91. R: Yeah

92. Mm, let's take another picture then

**Drawing daddy, too**

93. E: [Takes photo, turns next page]

94. R: Ooh, daddy as well look



95. R: We've got everybody here haven't we? Shall we take a picture of that one too then?

96. E: [Takes photo]

**TP: Now feelings: Feeling sad and worried today**

97. R: Right then, can you tell me how you were feeling then, 'cos I've heard what mummy's said, but I wonder if *you* could tell me

98. So, when you came back from school and drew all these pictures, were you feeling sad, were you feeling worried, or happy, or scared, or (1) sleepy, or excited [showing each picture in turn]? Which one were you feeling?

99. E: Sad [pointing to sad card]

100. R: Are you feeling sad?

101. Mum: Was that *today* though?

102. R: Oh was that today?

103. E: [Nods]

104. R: I can see you're nodding

105. Mum: 'Cos she was upset today when she came out

106. R: Oh were you?

107. Mum: It was only for a minute wasn't it? And they've got no idea

what it was, but she'd just got herself upset

108. R: Oh right, well let me just write [writes 'today' on label] (1) so today you're feeling a little bit like that are you? [pointing to sad card, then placing it beneath 'today' label]

109. E: [Chooses 'worried' card]

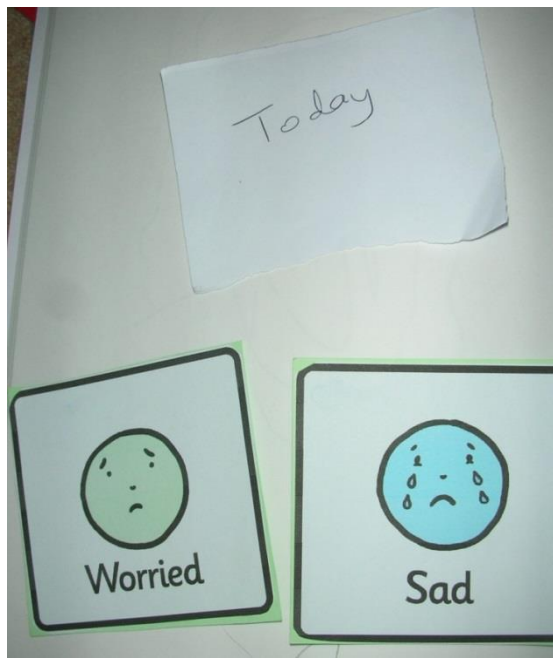
110. R: Worried, okay, so today you were feeling a little bit like that were you? [putting 'worried' card beneath 'today' label] (2) Is that right?

111. E: Yes [quietly]

112. R: Okay, so let's put that there then [arranging pictures] and then I know that's today, 'cos you don't feel happy every day do you?

113. So let's take a picture of that then, if you just press there [preparing camera]

114. E: [Takes picture



115. R: Well done, and it's good that you know how you were feeling (1) really good

[Short break in transcript where I check this out with mum and E. E is not unhappy now but was when she came out of school, is happy to carry on talking]

116. Okay, so what else have we got in this book then? Is that the last bit? [E and R look at journal together]

117. So, on your first time at school these are all the different things you did (1) all the different things?

That's *lovely*, thank you for showing me that

118. Do you want to look at some of my pictures then?

119. E: Yes

Photo Activity - Introduction

120. R: We'll move those over there then, pop your journal there like that [sorts resources]

121. So, let's have a little look first of all at your photos, can you remember when I came to see you, taking lots of pictures at school, 'cos you were *really* kind and you showed me all round your reception class didn't you?

122. These are all the different things that you showed me [R shares each of E's tour photos with her: likes and dislikes, things that are okay and things that are different] (1)

123. E: [looks through photos]

**Craft is my favourite: It makes me happy**

124. R: Okay, so which out of *all* those is your very *very* favourite, out of *all* of those things there? [pointing to photos], which is your *favourite* favourite one? (2)

125. E: [Points to craft photo



126. R: The craft one?

127. So, which face shall we put next to that one then? Is it happy, or sad or excited, or, which one is it [pointing to emotion cards laid



out in front of us]

128. E: [selects 'happy' card]

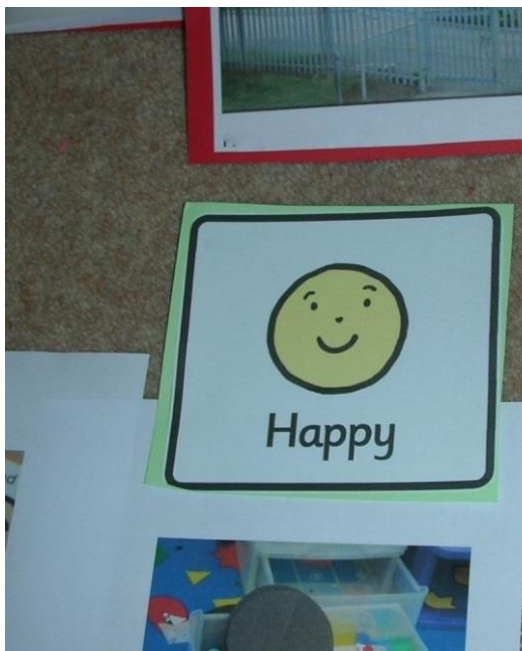
129. R: That one? Do you want to pop it next to the, sticking (1) and we'll take a picture

130. E: [places emotion card]

131. R: 'Cos you really like that don't you?

132. We'll put it like that next to Xschool [places school photo], and next to your sticking, 'cos you're telling me that's something you really like aren't you?

133. E: [Takes photo



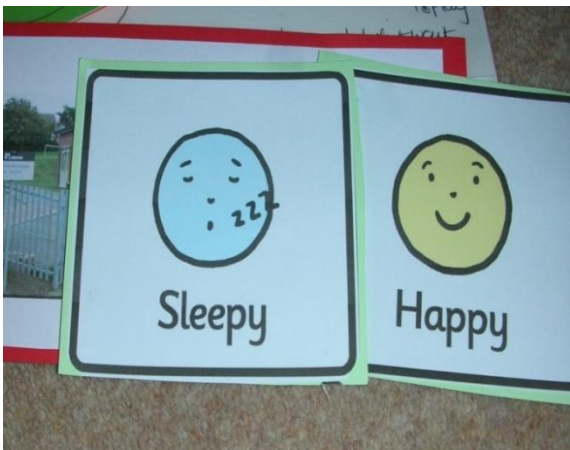
### **Moving to school: Feeling happy and sleepy**

134. R: Okay (1) so (3) when you moved from nursery [pointing to nursery photo], to reception [pointing to school photo] (3) what was it like? (1) What was it like moving to this big school here? [pointing] (2)

135. Can you show me with these? [indicating emotion cards] (2) What did it *feel* like moving to school? (3)

136. You have a look at these, we'll spread 'em all out like that, there we go (5) Which one feels like, feels like big school?

137. E: [chooses 'happy' emotion card] (4)
138. R: That one, do you want to put that next to your school then?
139. E: [Places card, see photo below] (3)
140. R: [That's right (1) and is there another one that feels like big school? (3) 'cos you might not *always* be happy (1) how else?
141. E: [Chooses 'sleepy' card]
142. R: Are you sometimes tired? (1) that's the tired one, do you sometimes feel tired?
143. E: Mm
144. R: Do you want to put that one down there as well then?
145. E: [Places card, see photo below]
146. R: Shall we take a picture of that then?
147. E: [Takes picture] (4)



**At nursery I wasn't sure about friends, now I feel happy**

148. Okay, so, when I first talked to you E, you told me you liked *all* these things [showing nursery and reception photos] (2)  
You weren't sure about playing and friends [showing picture



],  
So, how do you feel *now*, at big school, about playing with

friends? Which one would you choose? [pointing to emotion cards] (2)

149. E: [Looking]

150. R: How does it feel being with friends (2) which one? (3) That one says scared, or happy, excited, sad, a little bit worried, or sleepy [pointing to each]?

151. E: [Selects happy card, see below]

152. R: And how else?

153. E: [Points to card]

154. R: The happy one, so let's put that there then (1) and let you take the picture

155. E: [Takes photo] (4)



(2)

### **At dinner time I feel happy now**

156. Right, so on my Ipad [showing], you weren't sure, about dinner time [showing picture] (2) You hadn't done dinner time yet (1)

157. So, what is dinner time like E? (1) How do you feel at dinner time? (1) Which will you choose? [pointing to emotion cards] (2)

158. So, at dinner time do you feel scared, or at dinner time do you feel happy, or at dinner time do you feel sad, or at dinner time do you feel sleepy, or do you feel worried, or do you feel excited at dinner time? [pointing to each card] (1)

159. E: [Selects card]

160. R: Which one's that then (1) Is that the smiley one?

161. E: [Selects card]

162. Shall we take a picture of that one then, next to the lunch?

[placing pictures] Then I know that at dinner time E feels, happy  
(1) don't I?

163. E: [Takes photo]



### R Summarising

164. R: Well done, so I've learnt loads about you now haven't I?

165. I've seen your first day, in your journal (1) and you've told me you feel happy about playing with your friends (1) and you've told me you feel happy about dinner time, so I'm learning all about you now aren't I? (2)

166. I'll leave those there for you [giving pictures] because I think (1) would you like to keep the pictures you took? (3)

### Writing/letters is something very different at big school

167. Ooh, I almost forgot to ask (1) is there something on here [pointing to Reception tour photos] that is very very different? (1) Which is *really* different, at your big school (1) Which is the *most* different? (1) really different

168. E: [Chooses photo]



169. R: That one, oh right, that *is* what you showed me isn't it? (2) it's the the, writing and the letters isn't it?

170. Mum: It seems to really have had an impact on her, she seems to be really excited about it

171. R: Yeah, she likes it doesn't she? [takes photo]

172. Mum: Yeah

173. R: Lovely, so we know you think that's very very different (1)

### **R prepares next activity**

174. So we'll put those over there and we'll get my Ipad out

175. [Setting up TM session on Ipad, entering password etc]

[Short break for E]

### **My likes and dislikes at school: Talking Mat Activity 1**

[Talking Mat Activity 1: *My Body and Skills* – like/dislike]

E now tells me about skills now she is at school. She does this by engaging in a choosing activity on the Ipad, by selecting pictures (skills) and placing them beneath the 'like', 'not sure' and 'dislike' headers on the Talking Mat Ipad resource (see photo below).

The audio recording of this activity is not fully transcribed, but instead recorded visually, alongside observation notes that help to describe *how* E tells her story. Excerpts are transcribed to further illustrate the manner of her telling, including conversation that further illuminates E's visual choices.

*Conversation around 'talking'*

...

176. E: [Chooses 'talking' symbol]

177. R: That one says, talking, that's two people talking to each other.  
So do you like talking to your friends [pointing] or are you not sure  
[pointing] or do you not like talking? [pointing to headers]

178. E: [Puts in recycle bin]

179. R: No, not something you like that one? (2)

180. Okay so talking, you're not too sure about

...

*Conversation around 'travelling'*

...

181. E [ selects 'travelling' picture]

182. R: So what's that like? (1) Do you like travelling to school, or  
not?

183. E: [positions under 'like']

184. R: Do you go in the car or do you walk?

185. E: Go in car

186. R: Do you?

187. Mum: She gets really excited at going (1) She likes to get in the  
car with her book bag and put her belt on, she's really good aren't  
you at that?

188. [R: Do you?

189. R: Right good, that's lovely, what will we do next then?

...

*Circle time and P.E.*

...

190. R: I put a few extras in here, look I put, do you have circle time?

191. Mum: Yeah I think you sit on the mat don't you?

192. E: Yeah

193. R: So do you like circle time E, or are you not sure, or do you not

like it?

194. E: [places circle time beneath 'like' header]

195. R: What about P.E. in Reception class, do you do that? (2)

Where will that go then (2) is that something you like, or you don't like, or are you not sure? [pointing]

196. E: [places P.E. in the recycle bin]

...

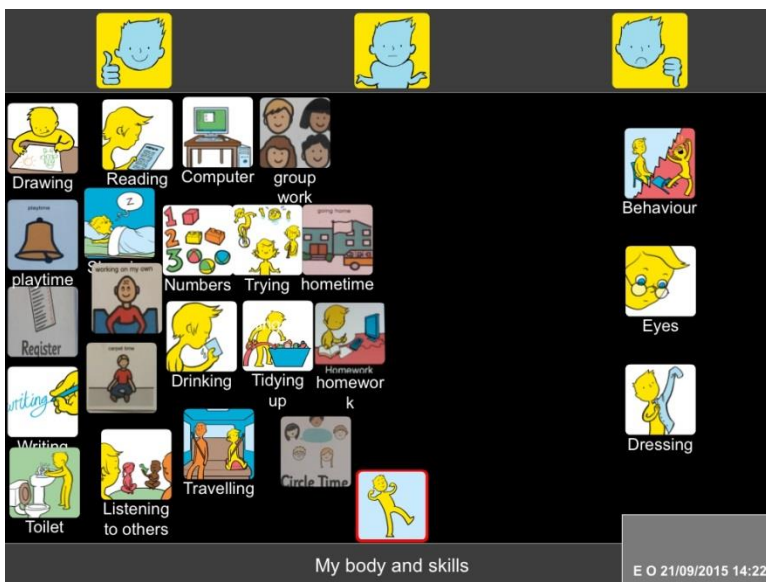
#### *Further description of activity*

[E continues to select and position pictures relating to skills at school and whether she likes them, is not sure, or dislikes them]

At the end of the session I review responses with E, verbalising her choices whilst pointing to the TM pictures, summarising the things she has said she likes, those about which she is unsure and those she doesn't like. I ask if she would like to move any.

The session is saved and a photograph taken.].

197. See TM photo below displaying E's choices.



#### *Observation Notes*

- See E's likes above
- E places behaving, looking, dressing under 'dislike' heading – does she dislike, or just not like?

- She places 'Talking and 'PE' in the recycle bin - doesn't like talking and P.E, not important for school, or does she not want to think about these?
- E may be focusing more on telling me what she likes, rather than what she does not
- Review – E agrees with her choices and does not want to move anything

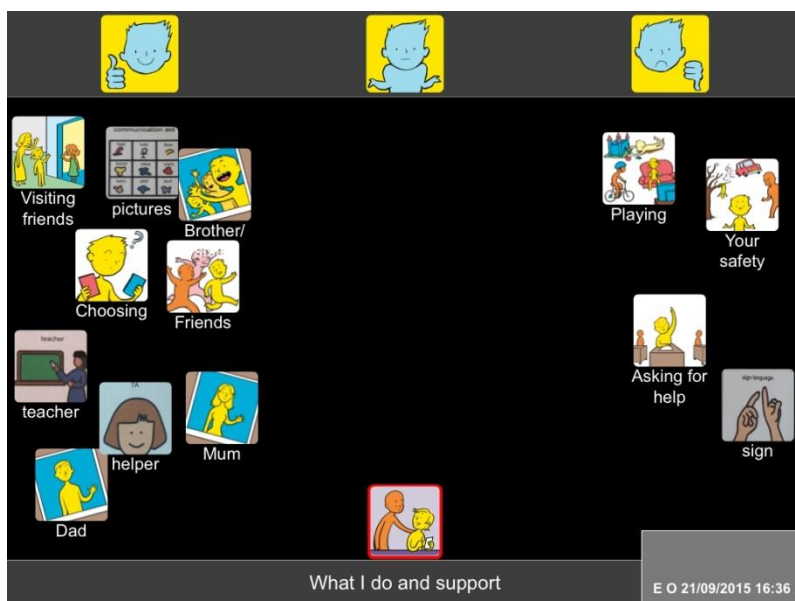
**Things that make me happy at school and things that do not: TM Activity 2**

[TM Activity 2: *What I do and support* – happy/sad]

As previously, in response to each image I introduce, E proceeds to select and position pictures, but this time relating to things she does and what supports her now she is at school. She chooses whether they make her feel happy, unsure, or unhappy at school.

Transcription is not included for this activity as it does not further illuminate E's visual story, her choices being clearly made and no additional conversation arising. However, observation notes help to describe *how* E tells her story

198. See TM photo below displaying E's choices.



I review choices with E carefully. E says yes as I review each one and



does not want to change the position of any pictures when I ask her.

*Observation Notes*

- E makes the following choices: visiting friends (happy); choosing (happy); playing (not), friends (happy); asking for help (not); keeping safe (not); Mum (happy); Dad (happy); brother (happy); Miss S (happy); Mrs P (happy); pictures (happy); sign ('when people show you with their hands' [eating gesture] (not).
- Does E prefer telling me what makes her happy, rather than not happy? Black and white is easier?
- She put 'playing' in the not happy section, but also said she liked her friends. Does she mean playtimes/outdoor play?

She does not want to change anything, seems sure about what makes her happy.

Parting discussion:

- Discussion with mum about choices agrees that E may be more confident to show me what makes her happy, rather than 'not happy'
- Mum felt that she had done well considering she had had 'one of those days'. She had been tired earlier and had surprised mum that she had 'come round' and 'come out of her shell' towards the end.
- Mum felt the research has really helped her to understand how E thinks and feels about school. Also, a chance for E to clarify her own thoughts and feelings about school, space to talk. Importance of finding tools that facilitate her communication. 'I've never seen anybody get so much out of her.' Ipad particularly helpful for E, she likes it. 'You know how she said she likes sleeping, she does and she has slept better since she started school'
- E asks if she can show me her pony. She goes and gets it, shows me.
- R: 'Thank you for that E, I've learnt all about you and your school. That was really helpful'



## Appendix WT5: Cindy's July interview (CO, Parent) - Working Transcript

Transcript	Notes
<p>1. R: Reads intro script ... So, where would that point begin for you?</p> <p><b>F1: Starting playgroup: realisation that 'school's gonna be hard'</b></p> <p>2. CO: Yeah, I think, I think <i>really</i>, the bit where it starts is when you sort of take them to like, playgroup was the first place before nursery where I thought I need to, that's where she met H (friend)</p> <p>R: Right, yeah</p> <p>CO: So, I thought right, I need to really sort of like, work on <b>this</b> because I'd had experience with <i>D</i> (E's brother)</p> <p>R: [oh yeah</p> <p>3. CO: and I knew it was really kinda important to, to, even though things were difficult for E, to <b>join in</b> and participate and at least if she doesn't want to participate, see what other children do [questioning tone]</p> <p>R: [yeah, yeah</p> <p>4. CO: because it's all about isn't it, about her, having that option, of joining, not <b>me</b> deciding, because she finds things hard, <b>not</b> to participate.</p> <p>5. So first of all, at playgroup, I asked because I had a relationship with them, and D had been a little bit behind, but not as much as E, I said to them, 'look she's not walking yet, what shall I do' and they said 'oh just bring her, you can stay, not a problem', which is unusual for like a proper playgroup where you're supposed to leave them for, two hours,</p> <p>R: Mmm</p> <p>CO: I think it's two hours, you know they don't have any other parents there, so that was like very generous of them</p> <p>6. R: Mmm, yeah</p> <p>7. CO: and so I stayed and sort of, what I tried to do to start with was help the other kids, and be there for E but it soon turned out that she sort of <i>literally</i> wanted to hug my leg</p>	

8. R: Really

9. CO: and she *wouldn't* leave, 'cos she couldn't walk at that point

10. R: Oh yeah yeah

11. CO: So *that* was really when I first started thinking 'wow, school's gonna be hard' [laughing], 'it's not gonna be as, straight forward'

12. R: So quite early on then really?

## **F2: A different experience: Understanding and managing behaviour**

13. CO: Yeah, and and I think with D it was very different, 'cos I'd had that experience with somebody, somebody [questioning], *my child*, having *problems*, but because the *walking* was a, fundamental, getting around problem, so so I would have to hold her arms, and and literally like walk with two hands, walk her round, she could *do* that at that point, but if you let go of her hands, she would just fall over

R: Oh, yeah

14. CO: So this is like, she'd be about, just after, I didn't go 'til she was two, so, a lot of the anxiety I felt with her and why she didn't want to leave *me*, was that, people would want her to sit down with *them*, and to p-, you know like, do the things with the ladies who were working there, away from me and me to maybe have a coffee and a chat, but *she* didn't feel comfortable with that, I think because she couldn't like get up and walk away or walk *back* to me [questioning]. So there was this *need* to be holding onto me because if I *went*, she couldn't, get around or make choices [questioning]

15. R: Yeah, so do you mean like facilitating her learning?

16. CO: [Yeah, and, and *I*, I misread a little bit of it at first. I thought oh *gosh* she's being so clingy, but then as I started to realise her like *limitations*, I thought no actually, a lot of the way she behaves comes *across* as naughtiness, you know like there's a *lot* of screaming and crying [questioning]

R: Mmm

## **Coffee at playgroup: 'Like no child's ever screamed before'**

17. CO: Like I'd go and make a coffee, this is like, you know like, five metres away from her, I'd walk into the kitchen to make a coffee,

R: Mmm

18. CO: and, she wouldn't notice for about thirty seconds and I'd be like, 'ooh, this is going well', and she'd look, and like scream, like no child's ever screamed before, and they'd literally pick her up and hand her to me [laughs]

19. R: [laughs]

20. CO: So it was like at *that* point they were like 'yeah, maybe you, we've got an issue' [questioning]

21. R: H-how did that make you *feel*?

**Makes me feel like a freak, like people are judging me**

22. CO: *Oooh gosh*, it's it's (1) I'll tell you about my sports day last week, because it's probably, *that* incident at playgroup is probably as bad as the sports day one. [Comes back to this later]

23. R: Similar, mmm?

24. CO: It makes you ***feel, like a freak***, because, you think people are judging you,

R: [Mmm

CO: for not being able to separate from your child. A lot of it they think probably it's 'cos you hang around too much. Even though they said *stay*, I don't think they, realised how *much* I was literally gonna be around her, like sitting doing things with her and she *wouldn't* do things unless I would sit with her.

25. So you feel embarrassed 'cos you feel like they're judging you a bit, and then there's also the upset.

26. You can see all these other kids behaving, like you would imagine children to do at two, independent, happy, like like counting. You see kids like, counting, to ten and you're thinking 'oh my god, my child's so behind', because obviously E's got the speech dyspraxia, it's obviously affected her *learning* as well as her speech,

R: Mmm

CO: and obviously she had the walking issue.

**Family Relationships – wanting to talk**

27. It really brings it home, so I think my husband and I had quite a lot of chats at that sort of stage, cos I think *I* was on a bit of an emotional roller coaster, having D, *really* behind at school,

R: Yeah

CO: cos it got *really* bad, at that point, and then E almost being worse [questioning]. I was a bit like, I wanted to talk to him a *lot* on a night time and he just didn't want to hear it.

28. R: Really?

29. CO: Not because he didn't care

30. R: No, no

31. CO: He'd had a hard enough day and then the fact that he's got me got me going 'aahh' [makes exclamation], not crying but like, verbal diarrhoea

32. R: [Mmm

33. CO: about what the situation was like, so it was like, *very* stressful, and then WNursery was approaching, and I just thought, 'right, it's like make or break.' She could walk, now, 'cos like she walked at two and a half.

34. R: Yeah

35. CO: So, there was a little bit at Playgroup where she was walking and she did break the 5 metre rule. We got there [laughs] (1)

### **Making friendships**

36. Yeah, and also I really made my best friend then, S. 'Cos S's son's got, erm (1.5) er Autism [questioning]

37. R: Okay

38. CO: and so, er, she's very, clingy with H (S's daughter), for the wrong reasons. She's like, like they thought *I* was being. She doesn't like leaving H, 'cos she was nervous 'cos of having that experience with *R* (S's son).

39. She was, even though H has got no issues, and she knows that now, she was a little bit, hovering. Do you know what I mean, because she felt like she needed to be.

40. So we became like, good mates and then, with E going off with H, like five metres, *ten* metres away even sometimes, it was lovely

'cos like I made a friend, and to see E make a friend

41. R: Mmm nice

42. CO: 'Cos then I started inviting E back to my house and we'd have like have coffee mornings and play

43. R: Yeah

44. CO: *That*, was like a *real* positive, I mean that was probably one of the best things that happened there. (7:13)

45. R: Yeah

46. CO: So, yeah, and I know H started [nursery] in the January, 'cos E could have had a year and a half at XNursery, and S sent H in January. Erm, so I was a bit nervous, so at least I had somebody to talk to about what was happening at nursery

47. And, wh then she'd be like 'hm, you know it's hard because they all, do their own thing and there's not a lot of attention from the teacher', so a lot of what she was telling me, I was thinking I'm gonna wait for September

48. R: Okay, so that helped?

49. CO: ['Cos I could see.

50. Yeah, I still went to Playgroup without S, 'cos obviously she was then coming to our house, erm, for another sort of like six months really.

51. So, nice 'cos I then got to help with the kids and it made me feel a little bit, like people stopped judging me and thinking oh this is nice 'cos she's helping us out, you know I'm doing a little bit of helping as well as having E.

**TP: Break-through start to Nursery**

52. So, so I knew in September it was make or break time, and I just thought, 'I'm gonna leave her and see what happens.'

53. So we did it and the first week, she cried when I left her *every* single morning, but after a *week*, it just stopped

54. R: Right

55. CO: And that was a *really*, good thing, I mean a *big* positive, and everyone kept saying to me 'oh, how's E doing at, at nursery?' and it, for once I could say, 'oh really good, it's going really well', which

I hadn't been able to.

56. You know when most people ask me, I'd be like 'Ohh, don't ask me' sort o' thing, but no, that was, WNursery really, for me. I've just seen *such*, a change.

57. In fact, I've just filled in their, you know like if you're getting a report?

58. R: Mmm

59. CO: I've just sort of said to them, you know that, I feel that she's gone, if you could have seen her at the *start* going, to where she is *now*, she's like a different child

60. R: So, this year, you feel there's been progress, then?

61. CO: Yeah, and it makes me feel like I was *right* to drop her in a little bit at the deep end because, er, again, like playgroup, if you don't give them the opportunity to surprise you, you know, y-your holding them back, aren't you?

62. R: Mmm

63. CO: And like I say, if you'd have told me how she was gonna, after I'd had this conversation with S, if you'd have told me how she was gonna be *now*, last year, when I was thinking about starting XNursery, I would *never* have believed you, I mean I wouldn't, I just thought, that's not gonna happen. So, yeah, *really* good.

64. R: That's nice to hear

65. CO: So that now makes me, having seen her at *SMSchool*, she did cry that day when I dropped her off, but the *smile* on her face when I picked her up, I *genuinely* have got *no* worries, which for me, is like, again, a really big relief

66. R: So you've seen, you've seen

67. CO: [Yeah, she's been in school, she's had routine, she knows teachers help her (1.5) Erm and, yes, she's gonna be upset like all the other children'll be upset 'cos it's like, a bit scary, *but*, she'll be absolutely 100% fine, and they *know* what she's gonna be like when she gets there, so that for me is, different to D

68. R: Mmm

69. CO: There was a lot of anxiety all the time with D. With E, there's *no* anxiety now



70. R: Mmm

71. CO: and I've got over the emotional, you know that like horrible gut feeling of (sigh) my child's different, like I had with D, and there's *no*, I don't *care* anymore [questioning], which is a big difference.

72. R: Yeah yeah, yeah (2).

73. So, you were gonna tell me about the *sport's* day?

74. CO: Oh *yeah*. So, I was saying to St (husband), that you've got more out of her in that little chat [referring to my earlier conversation with E] than anyone's *ever* got out of her, because she doesn't *talk*. Well, she does talk as in jibber jabber whilst she's playing, but she doesn't say anything constructive about how she *feels*, so one of the interesting things that came out of that is, you know when you said to her about being well behaved and she went [facial expression] like *that*, she acknowledges what happens, if she can't *do* something, how she wants to do it,

75. R: [Yeah

76. CO: I think she *feels* that she's justified, in *not* behaving how she knows she should *have* to behave

77. R: Mmm

#### **Nursery Sports Day: Difference again?**

78. CO: So Sports Day, she couldn't *do* everything, and she just decided to opt out [questioning]

79. R: Mmm

80. CO: And she got *really*, like everybody was saying 'it's alright just watch, stay with the pink team, don't worry, you don't have to participate.' So then, because people were being, *nice* to her, but she then decided to get up and go and walk ten metres and stand next to a fence, just to be awkward [questioning]

81. R: [laughs]

82. CO: And you're just like, *why* are you doing that?

83. There must have been like 150 parents, *all* staring at E, because wherever you put her she'd just walk off and go, and then turn around and like not look at you.

84. So I'd go 'come on E, you don't have to do anything, we just want you to join in. You can have a little go if you want, but if you don't want to that's fine, just sit with the pink team.
85. *No* [facial expression] [and laughs]
86. R: [laughs]
87. CO: So I went round for about, eight out of the ten, activities that you could do. She wouldn't join in with anything, and then, she went off to the fence about five times and got a little bit I thought now you're actually, not defiant, she *was* defying me, that sounds a bit strong, but, she was *literally* doing it, to play a game
88. R: Yeah, is that how you, is that how you sort of interpret it?
89. CO: Mm, it's a control. She's *very*, she likes to control a situation, and because people were bring too nice, not too nice, but, 'cos people were saying sit there and just watch,
90. R: Yeah
91. CO: that was somebody giving her an instruction and she didn't like it, even though she wasn't even being asked to join in the activity.
92. R: Mm
93. CO: She didn't like the control of somebody, telling her to sit and watch, so she decided to take the control back [questioning?]
94. R: Yeah
95. CO: and go and stand by the fence, and I know it sounds awful, to say that about your child, but I was *really* embarrassed, and I didn't, I was saying things like, you know, if you join in, we'll go get some chocolate buttons afterwards.
96. So I was getting to the point where I was having to *bribe* her, and then saying look, if you don't join in, there'll be *no* chocolate buttons. And I just thought next thing is I'm gonna have to get cross and I don't want to get cross 'cos that's not gonna help the situation
97. R: [Mm, mm
98. CO: So, so she said 'I want to go home', so I said 'if you want to go home that's fine, but let's go and tell J', that's JW, who's group she was in, 'that you're going home', so J did the 'you can stay or go home, it's not a problem'. So I picked her up and set off walking and then she said 'I don't want to go home' [laughs]

99. R: [laughs] (13:09)

100. CO: So I thought, right, so all these people are looking at me, so I came back, and then she went off to the fence again and I was like 'oh my god,' and at *this* point I hadn't felt like that for a long time, you know where you're the one the odd person out [questioning]. All the other kids, I know they said they weren't joining in, but I could see, you know, that E's behaviour was being, looked at, and (1)

101. R: Mm, quite a, a you know, the situation

102. CO: Yeah, but she was stood with *me*. I didn't, I wasn't asking her to join in and I was a bit like 'okay we'll come back' and then she went *back* to the fence to kinda wind me up

103. R: Mmm, sort of like, saying 'no'?

104. CO: Yeah, a silent protest. Yeah, like 'no, I don't wanna do this, but I don't wanna go home as well' [laughing].

105. R: [laughs]

106. CO: So in the end, she'd done so much dithering that, she said she wanted to go home, so we walked out, and then she said 'I want to get chocolate buttons from the shop', 'cos that was her control you see, 'cos I'd said to her, if you don't do this, you can't have any. So I thought E, I'm gonna have to do it, because I'm terrible, I give into everything.

107. I said 'do you know what E, I said you couldn't have any chocolate buttons and I'm gonna have to. I'm afraid you can't have any chocolate buttons 'cos you've been, you've not been a very good girl have you?'

108. And then the tears started. I put her in the car. She had an absolute melt down, which she hasn't done *any* of this for so long. (14:30)

109. R: Mmm

110. CO: And then we came in the house and she tried to get out the gate and go down the path 'cos she knew I wanted her to come in the house. Again, *nothing* like that for *years*. I can't remember the last time she did it.

111. Brought her in the house, put her on the naughty step, and she

stayed on the naughty step, and then later on in the afternoon, she was doing something and she went 'mummy, if I'm naughty, you can put me on the naughty step'

112. R: Aww

113. CO: So, she knew she'd been naughty, but she fights with herself inside

114. R: Mm, mmm

115. CO: and that's the first time I've seen *that* in a long, long time

116. R: Yeah

117. CO: But then it made me a little bit anxious 'cos we were *back to that*. You know, this is a situation she's not comfortable with and this is how she's reacted, and again, not, that's not the norm now. So it was a bit upsetting really.

118. R: Yeah, I can imagine, yeah

119. CO: Especially when I went to my *son's* sports day, which she'll be doing *next* year, and it was *all* races, in front of *all* the parents lined up

120. R: Oh yeah

121. CO: I mean at least *W* Sports day was activities spread around, no pressure, and then I'm looking and thinking 'oh god', she's going to *that* one next year, and it was the first time, actually I tell a lie, that I *was* anxious about next year, thinking 'oh god, this time next year what's she gonna do?'

122. And *this* time all the parents are lined up, and she's got to *race* in front. It was like all race games like sack, egg and spoon, *all* down, like, like a, lined out, area, and I was like, 'oh god', but if, you know if I get embarrassed I get embarrassed, it'll just be one of them things

123. R: Yeah, and do you think it might be different, you know, how will that work?

124. CO: Yeah, this is it, and they are *very* understanding at that school, so, yeah, they'll probably handle it, okay I think (2)

125. R: Yeah, I, I just wondered if there's anything else from your journal you

### **Open evening: feeling included**

126. CO: Erm so, yeah, so, erm, the open evening there was *no* children allowed, which obviously, was, was, which was a bit weird.

127. But so we went to that and my dad had E, and I found that really good and they were very, I've put in here like they were really, they explained about the SENCO role and not to worry and it was no big deal, and so obviously all the other parents, are aware of it, but it was *nice* to feel like that was an important *part* of the learning in that year, and that they've mentioned it. It made me feel not as much of an outcast

128. R: [Yeah, yeah

129. CO: And for everybody else to be told, look your child might, might have to speak to the SENCO, but don't worry, it's not an issue, it'll probably be something we can sort out.

130. So that was quite nice, and then we were like given the learning styles and they give you like *these* to do over the holidays (showing sheets), which is a little bit ambitious and I'll be honest, D struggled.

131. *However*, talking about children surprising you, she really likes the words and she wanted to practice them the other day, so,

132. R: Yes, she said, didn't she, when she did that little sorting activity [earlier activity with myself], that she liked her reading and writing, didn't she?

133. CO: Yeah, and I think a lot of it is, is that she sees me spending time with D and maybe she fancies, having a go at it

134. R: Yeah

135. CO: which is *really* good, 'cos I like had to shove D into doing these things, like 'come on, have a go' [laughs]

136. Yeah, so that was good, so we took them away and I brought those and showed E, which she was really happy with

137. R: Is that sort of, erm, something to do over the holidays?

### **Speech Therapy and school**

138. CO: Yeah, exercises and things like that, which again you see I don't mind, you see I'm doing a little bit of speech therapy and E's

gonna, I have speech therapy myself, I pay privately, for D

139. R: Mmm

140. CO: once a week, which is quite a lot of money, it's sixty pounds a week

141. R: Is it?

142. CO: Yeah so obviously, we *feel*, or I feel a little bit let down by the speech therapy in general

143. R: Yeah

144. CO: You can have, either they have to go to MT School, or they get nothing,

145. R: Oh, mmm

146. CO: Seems a bit harsh, really, 'cos obviously we have TAs doing it. At SM school we're lucky that they *do* that and that they're really trying. So for *me*, I *like* this because what I can do is teach her the sounds [questioning]

147. R: Yes, yes

148. CO: [so we're practising the speech therapy as well as, learning the sounds, so we'll definitely be having a little go at that

149. So, you know I just thought for me, what I'll probably do, is not actually use *that* [shows phonics sheet], but now I know that they *want* me to do that, then I'll get my, speech therapist, is it Jolly Phonics where they have the like like 'Bzzz' for bee and all that like?

150. R: [Yeah, yeah

151. CO: I'll do that for E, and then she can be learning, that over the holidays, 'cos I'm going to start having the speech therapist doing E one week, D the next

152. R: Oh yeah, mmm

153. CO: and alternate, 'cos I feel that it's really important for her that we start that speech therapy much earlier for *her*

154. R: Mmm, yeah, yeah

155. CO: So, we'll be getting on with that, but yeah, and so, that was really good.

**Open evening revisited**

156. And the other thing they said at the open evening, 'cos they took me to one side at the end and said erm, how is, erm, the Health and Education Plan going for E? And I said well they told me she was too young, we had to see how she got on this year and then they'd address it. If she still, if SMc(EP) still felt she needed one when she came to see her at at SM school, then we would address it *then*.

157. R: Mmm

158. CO: Erm, so they're gonna leave the CAF open, we've got like a *family* CAF for her and D

159. R: Oh yeah, yeah

160. CO: So, that was nice that they, mentioned that and had a chat with me.

#### **Supportive relationships with school: Mrs P**

161. And also, Mrs P's the lady at SM who teaches, have you heard of *Rebus (1.5) Reading*?

162. R: Mmm

163. CO: So, D can't work phonically, now I don't know if E *can*, but he can't work phonically because the Speech Dispraxia is like, processing's really hard for him. So he's been doing Rebus reading, apparently it's called, where he just learns like, 'a' 'a', 'the' 'the' and he just writes it

164. R: Mm, like sight words?

165. CO: Yeah, just literally, over and over again and he's got say, twenty twenty-five words now that he *can* read [questioning]. So Mrs P's being doing that with D and she's been trying to help him with his Numicon, 'cos he can't count to 20 yet

166. R: Mmm

167. CO: So, again, I don't know how this is gonna go for E 'cos she could be different to him.

168. R: Yeah

169. CO: *But*, they've put Mrs P in reception class, which is what they were telling me

170. R: Mmm

171. CO: Erm, on a morning, Monday to Friday. Which for me, is *really* impressive that they've jumped straight on that

172. R: Mmm

173. CO: Erm, however D's not gonna *have* Mrs P anymore which I'm a bit worried about.

174. They are going to train a TA up in his class, to do what Mrs P was.

175. And then Mrs P's already formed a *bond* with E, because she sees her every morning when I drop D off

176. R: Oh yeah

177. CO: and often says hello to her

178. R: Yeah

179. CO: Yeah, well Mrs P's *very* communicative, like she likes to come and tell me what she's been doing with D.

180. She only sees him for like fifteen minutes at a time, odd days, but, but she's got a *good* relationship, I think because, I like to follow the work she's doing [questioning] (21:18)

181. R: H-hm

182. CO: She knows that I'm interested in what he's doing and and so, she's always talking to E.

### **E's open morning: getting to know school and staff**

183. So when she went on that open morning for two hours, she was *really* upset when she first got there, so Mrs P came straight over and took her to see D in his classroom

184. R: Oh, the the open *morning*, so not

185. CO: Oh no no, that that *was* the open *evening* when they told me about Mrs P but Mrs P wasn't there, but Mrs P *was* there, for the open morning

186. R: For when E went?

187. CO: Yeah, especially for E. So she was *there* and erm, when E turned up that morning, she was obviously crying 'cos she didn't like the whole new situation, but Mrs P was there and she said 'come on shall we go and see D in his classroom?' took her off, out of the, situation



188. R: Mmm

189. CO: and apparently she calmed down after that and when they came back she was doing sticking and gluing with Mrs P, so I feel like, they're really preparing for her (22:01)

190. R: Mmm

191. CO: I mean I know Mrs P's probably there for *all* the children 'cos she deals with, she's a, she's a special needs teaching assistant, but the fact that they've, got things in *place*

192. R: Yeah, yeah

193. CO: ready, I just think like they're just a really, good school

194. R: and does that make a difference to how *you* feel?

195. CO: Yeah, because somebody understands, how to teach, *maybe* in a way that E will, 'cos it's okay, a lot of the TAs bless 'em with D, they still try to teach him phonics, and I don't want to say to them, you know the ones that are just there in his particular year, erm, I don't want to say to them 'oh don't do that cos he can't do it'

196. R: Mmm

197. CO: 'Mrs P's doing, why don't you do what Mrs P's doing?' because it's none of my, business really, to interfere with that TA trying to help D and who's to say her little efforts at teaching D phonics isn't working?

198. R: Mmm

199. CO: and the same with E, I, I don't know if them teaching *this way* isn't gonna work with E

200. R: Mm

201. CO: So, I, I want to give her that opportunity

202. R: Oh, yeah, yeah

203. CO: So, I feel like they've got Mrs P there as a back-up, but she might end up being able to do phonics, so

204. R: Yeah

### **Home visit: Developing relationships with E**

205. CO: So then we have, so that was the open morning, but in between the open evening and the open morning when *she* went in, we had the *school* to visit us here

206. R: Oh, oh yes

207. CO: Which was *interesting* [lauging]

208. R: [laughs]

209. CO: It was the opposite of how yours went. She just literally sat there. She asked for Marshmallows, which she always asks for. I gave her some after you'd gone

210. R: [laughs]

211. CO: Erm, she asked for marshmallows, I gave her marshmallows, she still wouldn't *talk* and then she just, I think she was a bit off it 'cos she was coming down with something, she came down with a bit of a viral thing afterwards,

212. R: Yeah

213. CO: but she literally wouldn't open her mouth and the only thing she would do is draw them a picture, but they just talked to her and they were *ever* so good with her. It was Miss S and Miss, somebody P, can't remember her name, the TA and the main teacher

214. R: Okay

215. CO: So I think, Mrs P's like an extra. The TA and main teacher came to see her, and that was nice because they got to see her in her house, erm, you know, where she lives

216. R: Yeah, so familiarising (1) before?

217. CO: Yeah, that's it and you know she knows that person's interested in *her*, and and to be honest, it was nice, for me, because I didn't know Miss S very well

218. R: Mmm

219. CO: Erm, and so, I felt really reassured the way she was talking to E. It made, just made me feel comfortable that

220. R: [Yeah

221. CO: that she was you know making an effort and interested in, you know, what E was doing and saying, well *not* saying, you know [quietly]

222. R: Getting to know her, then?

223. CO: Yeah, *exactly*, yeah

224. R: Is, is, I don't know if I misheard, but are the teachers going to

go into nursery as well to, see, E?

225. CO: No, the, erm, the teachers in nursery *now* and those teachers, have met at one point

226. I think it was just coincidental that they met, but Miss D did have a chat with Miss S, I think it was some sort of meeting up at SM, I don't know what that would have been, but she met Miss S, so that has actually happened, which is good

227. R: Yeah, yeah, mm (2) So, do you want to tell me anything else or?

### **Sports Day recap – reframing the experience of difference**

228. CO: I don't think so. After those two issues it was just the sports day, er debacle

229. R: Yeah

230. CO: but as I say, it was just one of those things

231. R: Yeah

232. CO: It's a shame, but, at least we went, at least we tried [laughs]

233. And the *whole* new situation I think threw her. It was a morning session not an afternoon

234. R: Yeah, mm

235. CO: all the parents were there, like, 'what the heck' she must have been thinking

236. R: [Oh, yeah

237. R: Yeah, it can be a bit of a shock can't it when things like that happen, but

238. CO: Yeah, that's it (2)

239. R: Okay, so would it be helpful to ask you a few questions? You-you may have covered some of them

240. CO: Yeah

241. R: So, one of my questions is, erm, about school visits and other ways that have, prepared (1). Meetings, you've talked about (1). Anything else? (27:00)

### **SALT support and on-going frustrations**

242. CO: Yeah, we did have the, er, speech and language lady, SB from MT primary school, came to see her and I found that very

good because, erm, she didn't need to, I think she was almost touting for E to go there.

243. She did suggest that to me and say she really needs to come to our school, you really should send her and I was like, 'well, thank you very much, but I've got such a lovely school it would seem a shame to, I don't, I know you're fantastic, but I don't want to risk, not having my kids happy [questioning]

244. R: Mmm

245. CO: Erm, changing all the way from, I mean E, she was making the point that E could make the break now and then bring D later on if he was really struggling [questioning tone]

246. R: Mmm

247. CO: But again for *me*, I don't really fancy putting my child in a taxi, I can't do both two schools, and it's all just a little bit much for me. I just feel very, I feel (2) [exhales] what's the word (1) frustrated by the MT primary school issue, because I feel it's unfair, that *other* children, are maybe getting more help than *mine*

248. R: Mmm

249. CO: just because they're willing to go to a different school

250. R: Mmm, how does that work then in terms of the, the speech and language support?

251. CO: So, there's absolutely no speech and language from your local speech and language therapist, that's gone.

252. Now there used to be a bursary, erm, that D got passed on with, to SM School, and LP (S&LTherapist), I think she's married now, she's got a different name, but LP used to go up to SM school every sort of like, term, and do some little, 'right do this with D, do this with D'

253. R: Okay

254. CO: and then the TA, they would implement that,

255. R: Yeah, yeah

256. CO: but, that doesn't seem to have happened with E, but E did however, thanks to SMc (EP) get the Early Years funding for speech and communication at W Nursery, which I *have* told, sorry I should have mentioned this, I told Mrs S about (SM SENCO) and

she can reapply next year to *continue* that on, so that they get a little bit of funding as well to do the speech and language.

257. And they did mention when I went to see them on D's transition day, that they're actually getting *extra* speech and language therapist coming in.

258. They paid for it themselves to see all the children at M school with speech and language problems, so now they'll have somebody half termly coming in to help with D and E, so E as well.

259. Erm, so, so I suppose that bit of preparation's been done and it's speech and language –based.

260. So SB (MT SALT) for *me*, will be great because hopefully she'll go and visit E, if needed (1) probably not 'cos she's done a diagnosis and said she probably has got Speech Dyspraxia

261. R: [Mm (1) mm

262. CO: But you know I know that (1) that that's there, but it just feels a little bit frustrating that a) school are having to pay for extra, and b) why can't they have somebody qualified doing speech and language for E if they've got funding?

263. R: Mmm

264. CO: I know that's down to the school, but the school (1) [sighs] I don't know it seems wrong that the school have a pool of money, that they have to then spread out across the kids

265. R: Mm

266. CO: It seems like if you've got a speech and language problem, a) the NHS should either let you go and have a little, like I used to do with D and LP (SALT), I used to go and see LP for like a six week session

267. R: Mm

268. CO: and he'd have a little bit extra down at the health centre, and they don't do that anymore for E (1).

269. And at SG (clinic), she was part of the child development team, she had a speech and language therapist there who was absolutely brilliant, but she left after about six months to go down to London, and, er, I don't think anybody's replaced her and that was over a year ago (1)

270. So, she's supposed to have some speech and language therapy coming from somewhere, but it's not coming at all

271. R: Mm, so, so you're saying it's like a termly or half-termly and then the, the teaching assistant

272. CO: [Well, for D,

273. CO: but I've no idea what it'll be like for E. I I'm guessing that SM School have prepared already and they'll be doing like a *half-termly* with their *own* speech and language therapist that they've paid for out of their, bank of, extra money, to see E

274. R: Yeah

275. CO: But really, what my point is, what I feel let down by is that MT Primary school are saying if you bring your child to our school, she can have three sessions a week of half an hour speech and language therapy from a qualified *top*, lady

276. R: Yeah

277. CO: but if you *don't* bring her to our school, she's not going to get anything

278. R: Yeah, yeah

279. CO: It just seems very, you know, why would I want my child going *away* from me in a *taxi* (1) at *that* age?

280. R: Mmm

281. CO: (Sighs) I don't know, I just feel a bit like it's a bit unfair

282. R: Yeah, yeah

283. CO: And then, I don't know if this is true but I think there's probably other kids that maybe are getting a little bit of extra help,

284. R: Yeah

285. CO: but they're certainly, not telling us how to get that extra help.

286. R: No

### **SALT opportunities in London**

287. CO: It's all a bit (sigh). Like in London I could send, I could send D and, I've *rung* them and they've said you can come down. There's a, erm, a special hospital, the N(clinic) which the speech and language lady told me about, before she left for London

288. R: Oh

289. CO: A Speech Dyspraxia, *Clinic* in London. Whereas if you live in London you can go to this clinic and a qualified person'll give your child, *specific* to your child's issue, but it's only in London

290. R: Yeah

291. CO: So, it's all just a bit, not thought about, speech and language I think

292. R: Yeah so, yeah (1) And I s- I suppose are there are other aspects of the school she's going to that

293. CO: [Are superb, and the fact that they've got off their own *back* an extra speech and language lady, you can't complain can you?

294. R: No, no

295. CO: Or man, it could be a man [laughs]. I always presume it's a woman

#### **Additional support: Nursery relationships**

296. R: [laughs] Yeah (1). Well (1) the other question was, has E received any additional support and could you tell me about this?

297. CO: So, Miss G, because they got the Early Years funding, I am presuming that Miss G appeared at the point she *got* it, in January, and I think I think Miss G told me actually that she does that speech and language with her, which again with WNursery I was *really* pleasantly surprised by, 'cos at first I was like, you know it's not fair on Miss D to have to do it, she's got enough on

298. R: Mm

299. CO: So obviously they've actually gone and got somebody,

300. R: Mm

301. CO: and that's been really useful and I know she's got a really close bond, because after she got upset about, Sports Day, Miss G sort of hovered most of the time [laughs]

302. R: [laughs]

303. CO: The next day when she went to school, I thought 'oh gosh, I hope she's not gonna be upset today.' I went, 'Shall we go and see Miss D?' 'cos normally it's all about Miss D, and she went 'yeah, I want to see Miss G 'cos she's nice to me.' So obviously she really formed a nice bond there

304. R: Yeah, Mm

305. CO: So, that's good

**Thoughts about school: Positive experience and opportunity to develop relationships**

306. R: Mmm, erm (2). So this is quite a general question, you've talked a little bit about it, so, so what do you think it'll be like, starting school for E?

307. CO: (2) I think, it'll be, and especially after what she said this morning, I think she's gonna get a lot out of it.

308. R: Mm

309. CO: She might be a bit tired. I don't know why she was so tired today, it was unusual, unless she was trying to deflect from having to do too much I don't know. But I think she's gonna be *really* stimulated, she's gonna *really* enjoy it

310. R: Mm

311. CO: and I think in a *nice* way it might *force* her, to try and make, new friends

312. R: Yeah

313. CO: I think she could do with a bit of a push in that direction

**CO's role: 'It's like, you know how you've done a full 360 from where you thought your life was'**

314. R: Yeah, yeah yeah, and what do you think it'll be like for you?

315. CO: Erm, yeah

316. R: I mean I'm interested in *your* experience.

317. CO: Well, I'm in a weird position because obviously, my husband works in S (City), and he's got like a very good job, and because obviously we we moved back from M (Area) when we had the children, *luckily* we didn't realise what was gonna happen, with the kids [aside]. But we moved back, so my job was *gone* and I was made redundant when I was pregnant with D

318. R: Mm

319. CO: I had no job to go back to, so obviously because, he goes like at 7:30 in a morning, comes back at 7:30 at night, I have been a stay at home mum.

320. R: A-hm



321. CO: And there's always been a lot of debate about, at first it was gonna be, right you'll laugh now, it was gonna be right so we're gonna send 'em to prep school (1). I know it sounds a really, posh an everything, but like / was at public school and everything, so it was like, right they're gonna go to QSchool or W Girls or whatever, and I'll go back to work and I'll pay for the, *my* bit of the salary'll pay for them

322. R: [mm, pay for that

323. CO: And now it's like [laughs], like the *thought* of sending them to private school just makes me laugh so much [laughing]. It's like, you know how you've done a full 360 from where you thought your life was gonna go? (35:00)

324. R: Mmm

325. CO: It's just

326. R: So, a bit of readjusting then?

327. CO: *Oh* my goodness, I just feel like, but then now because I'm gonna be a stay-at-home mum (1) because St (husband) said, you know like, with the kids and needing the extra help and I do do a lot of reading with them

328. R: [yeah

329. CO: and a lot of extra stuff

330. R: Yeah

331. CO: What would be the point in me going to get a job and he works really long hours, and earns a good wage, for then the kids not to be supported emotionally? 'cos that for them, I mean (1) it sounds like I'm saying all this 'cos it's handy for me, but they *do* need a lot of support emotionally

332. R: [Yeah, yeah

333. CO: D gets *really* upset after school most days, and he has a bit of a tantrum, 'cos it it's incredibly hard when he can't count to twenty, or read, to be in year *two*

334. R: I can imagine, mmm

335. CO: with his best mates, who are like, very politely not pointing out *too* much the differences, but like they're doing unbelievable stuff

336. R: Mm

337. CO: So, I think, I feel embarrassed that other people are gonna start judging me for being at home still [questioning]

338. R: Is that how you feel? (1)

### **Family role and feeling judged / conflicted**

339. CO: Mm, you get, you get a *lot* of pressure over that, yeah, and bearing in mind that I, I didn't imagine, I, I said it was gonna be like, til the kids were three

340. R: Mm

341. CO: You know, til E was cleared three, then I'd go back to work

342. R: Mm

343. CO: So for *me* (1) I don't talk a lot because St (husband) feels uncomfortable about it, about the children to my friends.

344. They just know they've got speech problems, but I *don't* go into the fact that they've got *learning* problems as well because, that, he feels that's like, unnecessarily allowing people to, point the finger or anything. You know they can see the speech problems, so I can't explain to them, my friends, or people that I know, what the kids need

345. R: Mm

346. CO: and how they are, in general, so I feel like they're looking at me and thinking, 'why are you just sitting there? Aren't you gonna go and get a job now?' and they *do* say to you, a *lot* of people say to you 'Are you gonna get a job now?'

347. R: Mm

348. CO: And what do you say to that? It's almost embarrassing, 'cos you go like, 'oh I am gonna think about it' and I'm thinking 'why am I saying' that 'cos it's not going to happen [laughing], but

349. R: [laughing]

350. CO: you feel like you need to say *something*, to not, be embarrassed about staying at home

351. R: Yeah, so how do you see your role then?

352. CO: Well, I feel like, again because my husband works quite hard, he does sometimes think that I don't do an awful lot, but I feel like,

e-every minute of the day at the moment, is about kids or the dog or the house or the washing or the food or the whatever, and I think that, other people think that 'well we do *all* that and we go to work', but they don't know, the the differences

353. R: Mm

354. CO: I don't think until you've been with children that *need* a lot more, you know like it can take E half an hour to get her point across to me and she'll cry a lot more than most kids

355. R: [Mm

356. CO: she'll get really upset over situations that are out of her control

357. R: Mm

358. CO: and there's a lot of, difference between their lives, and mine

359. R: And also, I suppose it's a a different role isn't it?

360. CO: Yeah

361. R: How do you feel your role is different?

362. CO: (1) I support S(husband), whose your typical Alpha Male. He likes to go to work, come back and like, 'Why aren't my shirts ironed? Why isn't the shower clean? Why, what have you done today?' You know, that's what / get and I used to work for him which makes it worse 'cos he like like, verbally manages me, he'll be like, 'tomorrow, what you gonna do tomorrow then?'

363. R: [laughing]

364. CO: and I'm like, thank you very much I can make my own mind up what I'm gonna do tomorrow, but he, you know, this is how it is, and I do feel like my house wife role, is really old fashioned and people just think it's redundant now

365. R: Mm

366. CO: But I do have to have things like spick and span you know

367. R: Yeah

368. CO: 'Cos that's expected by *him*, if I'm gonna be at home

369. R: Yeah, and and how do you feel, I mean

370. CO: [I'm not on it at all, no

371. CO: I feel like, come September, I will be able to be the housewife that I *want* to be, finally [laughing]

372. R: [Okay, so that'll be a change for you?

373. CO: Yeah, that will be the change, but then you think, is that really a job? (1) It doesn't seem to be a job anymore, so I feel a bit like, have I got off lightly?

374. R: Mm

#### **Future concerns: Different futures**

375. CO: But then I think, *no* because (1) my life, like you do worry about your kids, you know I worry about, sorry I'm gonna get upset now. I I worry about D getting a job

376. R: Yeah, yeah

377. CO: I worry about, you know, will E ever get married?, you know 'cos I don't know how, how [becoming upset, voice wavers]

378. R: Mm (2)

379. And maybe, does that help you think about your support, your role?

#### **Family Experiences: Different lives**

380. CO: Yeah (1) to be positive for them, I know and people don't get that

381. And like when we go out to play with other people, like we'll go to the park (1) and and (1) it's *different* for the other k- people stand there and their kids go off and play [regaining composure],

382. R: Mm

383. CO: but it's not the same for me because E'll come back, if E goes anywhere, she normally sits next to me, she'll go off every so often and want me to help her with something, 'cos physically she's not as capable say, or, there'll be, D'll do something, because he's got social cue problems.

384. R: Mm

385. CO: I don't know, again SMc (EP) sort of pointed out and it, does make a lot of sense now, that he doesn't necessarily know how to communicate

386. R: Mm

387. CO: But equally he doesn't know how to communicate, he doesn't know how to *behave*, as well

388. R: As in responding to others?

389. CO: Yeah, responding, so a lot of the time, he'll be really loud and run and do things that you just think 'Oh, why did you do that?' and the other kids don't do it, and I'm like this [frantic action] all the time, especially when you've got two of 'em, or you go round to people's houses, you know.

390. E didn't get potty trained til she was *four*

391. R: Mm

392. CO: Well that makes it incredibly hard when you're trying to potty train and you're round at other people's houses and she wets herself

393. R: Yeah

394. CO: at four years old

395. R: Yeah, yeah

396. CO: I mean she only got potty trained at Christmas and all these other people

397. R: Yeah so there's development going on there?

398. CO: Yeah, they always get there, with both of them

399. R: Yeah

400. CO: But things like, I went to swimming lessons with D on Sunday, 'cos I have to have private 1:1 now 'cos I sat for two years at R Pool, being embarrassed. I know embarrassed is such a horrible word

401. R: but honest

402. CO: and that's how you feel, embarrassed

403. R: Yeah, yeah

404. CO: that like all the other kids are listening and doing it and you've had two years and all your friends kids have got to like level three

405. R: Mm

406. CO: He's still at level one and can't swim

407. R: Mm

408. CO: It's like two full years of sitting there and, it's horrible going swimming and going to the swimming pool and getting them changed and to not actually *get* anywhere and and all of that [voice

rises].

409. So, so, me being at home, I feel constantly judged, about the kids, about being at home, especially by family

410. R: Mm

**Extended family: feeling judged**

411. CO: Like St's (husband) got a lot of sisters and I feel like they're looking at me and thinking 'it must be something you're doing'

412. R: Mm

413. CO: One of them's a teacher and the other one's kids are at school with D, or was, I think one of them has just gone to WF school, and I feel like there's a *lot* of comparisons.

414. Or they'll see how E is, like when she didn't walk, this particular, I don't know why this sticks, but it's the one I always bring up, but like, she put E on the island and was like holding her hands and then, because she thought I was the one stopping E walking, she like let go of her hands and E like screamed and fell over.

415. But like she was trying to go, 'look you *can* do it, you *can* do it,' 'cos E's like two, and then, there's a lot of, like you think well 'why did you do that to my child?'

416. You feel angry, because they don't understand your child and that really set her back after that, she got really nervous about falling over

417. R: Yeah

418. CO: But then, you also feel like that person's, judging you [questioning]

419. R: Mm

420. CO: Like saying this is your fault (1) and like they look at the kids and they can s, right *that* particular sister in law, this sounds awful 'cos I really like her but, sh, I (1) feel like she knows D can't read 'cos she knows people at school

421. R: Mm

422. CO: and yet there's a lot of, problems with me, telling her things because of my husband (1) that's my sister in law

423. R: Yeah, that's tricky

424. CO: [and there's a lot of hiding things

425. R: Mm, are you saying you don't necessarily feel able to tell?

426. CO: Mm, to tell people, that you're dealing with that and then also they don't get how it's like a big knot in your stomach (1) and like, I don't feel like that anymore, but I really *did* for like a few years

427. R: Yeah

428. CO: You know like really, upset about how things were

429. R: Yeah (1) I can imagine, yeah

430. CO: And all that comparison makes it hard

431. R: I can imagine that would be really hard

432. CO: But they're the people I feel are judging me about being a house wife

433. R: Mm

434. CO: It's all like, there you are in your nice house, with your nice car, it's not my car by the way [laughing], but, that's what *they* think. I have to say to them, 'that's not my car, it's a loan car, 'cos my car's on order and it's not here yet but my husband works for (car name), it's not my fault that he sells (type of car), I can't help it', do you know what I mean?

435. But there's a lot of, because of my husband's success, there's a lot of judgement on me and my kids

436. R: Yeah, yeah

437. CO: I mean I've got step sons, who are like perfect, well I say perfect that's wrong, they're not perfect but they've got no issues

438. I mean they're absolutely gorgeous, they don't really. They're absolutely gorgeous, I can't think of *any* issues they've got. Well one's got a bit of a confidence issue but that that's by the by, I think that was because of his mum and dad splitting up, but like, there's a lot of comparisons about my role

439. R: Yeah

440. CO: compared to theirs

441. R: Yeah, yeah, but, erm, are you able to be sure in *yourself*?

442. CO: Yeah, yeah (1.5) and like I say, I fully intend, when I feel it's *right* to work, I'll work

443. R: Yeah

444. CO: But, you do feel embarrassed for not working

445. R: Yeah (1) I can see what you're saying (2)

**Skills for starting school: Nursery as preparation and confidence-building**

446. R: So are there any skills you feel are important for starting school?

447. CO: Erm (3) I think the only thing you can *do*, is the confidence that they've given her at WNursery. I think like, for *me*, part of the reason, she's got her skills is because WNursery have put them all in place

448. R: Mm

449. CO: Now I can't *really*, I can't *do* much about her starting school because it's like from one school to the next and and I think if she's maybe come from a (1) like a a, position where I hadn't sent her to school, then she wouldn't have that skill set to start now

450. R: [Mm, mm

451. CO: But because she did do the nursery in a school environment, I think that really helps. You know, I don't know what everybody else will do but I think well, the nursery in a school environment for me, has given her *everything* she needs to start

452. R: Mm

453. CO: It should just be a case of adapting to a newer, but the same environment

454. R: Yeah, so do you mean that nursery's almost been a transition for you?

455. CO: Yeah, like she told me about the toilet. We had a conversation about the toilet the other day, she said something about 'I went to the toilet in my new school.' I just thought, if she hadn't been, potty trained, got used to the nursery school toi-, I brought her a potty to school you know, that was [laughs]

456. R: [laughs]

457. CO: I had to carry a potty into school, 'cos she had a special princess one. It had like a, erm, when you, it had a pretend flush that did like a princess, magical noise [laughs]



458. R: Aww [laughs]
459. CO: and they used to laugh at nursery 'cos she'd be sat on her special potty and all the kids'd have to go to the, 'cos she's quite struggles with her muscle control
460. R: Yeah
461. CO: and sitting on a toilet scared her. I have to have those little inserts at home so she can, not fall down, but now she goes to the normal toilet at school and doesn't have a potty anymore and actually took herself to the new toilet. Now had she not been in *that* environment,
462. R: Yeah
463. CO: I don't think that would have happened easily,
464. R: Do you mean her confidence?
465. CO: Yeah, which is what *school* has given her
466. R: Yeah, yeah (1) and what about, I don't know if we've touched on this, er previously. We've talked about skills E needs, are there skills *you* feel you might need when she starts school?
- Parenting skills during transition: not comparing and transparency**
467. CO: Erm (1) it's just about not (2) trying to *compare*, that's the *only* thing that I think you need, is to, when people are talking to me, the difference is when D started, I've, without St (husband) knowing it, always been really honest with people in the class 'cos he *never* wants to talk about school.
468. There was a school fair on Saturday and he wouldn't go. He hasn't got a big problem but he just doesn't want to know. He wants to just separate from that world
469. R: Yeah
470. CO: And so I knew that I could tell my friends in D's year, when he started Reception, that D was having issues because I knew they were gonna find out anyway, so I think the thing for me that I've learnt is that you've got to have transparency when you're talking to the parents, you've gotta be honest that E's got issues
471. R: Yeah
472. CO: because then there's no, ooh, you know they won't, if she's

got problems reading, I'm gonna tell 'em, she's got problems reading, 'cos what I found, previously was that there was a lot of like, 'ooh, what book's D on?' 'ooh what', you know and 'how's he getting on?' and 'so and so can't do this, how's D doing?' 'cos there's a lot of people try and make the comparisons

473. R: Mm

474. CO: Whereas I think when you've got a child that's got, like, issues, you've got to, to either be really transparent with people or not get involved in that conversation [questioning]

475. R: Yeah

476. CO: And I find honesty's the best policy, 'cos people are really, never worried about talking to me, in D's year. They're always like 'oh how's D? Is he getting on, how's his speech?' you know like that, and I'd rather *that* than try to hide it

477. R: Yeah

478. CO: 'cos you're just on a losing battle if you do that

479. R: Mmm, and I suppose, is it supportive?

480. CO: Yeah, and people are kinder than you think, which is I think what St's missing.

481. I think he thinks maybe people are judging and thinking 'oh, that so and so's got whatever', but I think people, if you're a nice person, they just (1) they're just happy to, you know, to have a little chat, but and also, maybe they're not gonna put their foot in it as well as much, if you're honest with them

482. R: Yeah, yeah

483. CO: So, that's it, it's just not to compare and be transparent with people

484. R: Alright, yeah .

### **Positive thoughts about school**

485. So, what are your thoughts about teaching and learning in Reception, so the *sort* of teaching and learning in Reception?

486. CO: Well, at the moment I suppose I'm very positive about what's gonna happen, and I like the way that they're very much at SM School, they learn and things get adapted around them

487. R: Oh yeah

488. CO: I know that because I know that whatever happens, they'll just adapt to that particular child, and and they don't, you know, okay your child might come home with a book, but there's nothing, you know when they're erm doing their drawing and they have to do their letters and the phonics and they have to write them and stuff, there's no comparisons made or criticisms made and if one child's struggling with something then they'll just, you know, help that child or support that child

489. R: So, responsive to needs, is th-?

490. CO: [Yes, exactly, yeah

491. CO: and I don't think it's very structured in that year, you know, the they're all gonna learn, however *they* choose to learn.

492. R: Yeah

493. CO: You know, 'cos there's so many options aren't there in Reception, and as it goes into Year one, maybe that starts to get narrowed down a little bit, you have to sit on the phonics mat, you have to do this, but I like the way they let the children, find their own feet in Reception, so I think that'll be really good for E

494. R: (1) Lovely, ok so, who or what do you think has been the most helpful in preparing for school?

**Preparing for school: Nursery relationships are key**

495. CO: (2) I think, erm, preparing for school, I think it has to be W Nursery and Miss D

496. R: Mm

497. CO: I think SM School have been excellent and they're *prepared*, but preparing *for*, I think having that extra support from Miss G and Miss D's approach, with E, I think she's very clever with her and I think that it's her, almost she plays little games with E and makes things fun. You know like when E's being a bit awkward, when she used to come in and be really shy, I could see Miss D would sit at a table like that and she'd like go [shy action]

498. R: [laughs]

499. CO: like that, and E'd laugh, 'cos like she was doing an

impression of E, and I just think for me, I think it fundamentally comes down to that Miss D has broken through

500. R: Mm

501. CO: And then you've got J who is very, I don't know, just very confident 'let's make it happen', and then you've got Miss G softly softly, 'come on E, let's have ago.' So you've got those, 'let's make it happen', softly softly and then, Miss D being a bit fun and a bit, you know, cheeky

502. R: [Yeah, yeah

503. CO: And those things have prepared E for school, because they've made her accept routine and joining in

504. R: Yeah

505. CO: and participating, they've made it fun and a bit cheeky

506. Yeah, it's like learning, or getting E to come out of her shell, is what's happened, I think. They've got E, they've somehow, I think better than me because I think I'm I'm I sometimes am at a loss as to what to do

507. R: Mm

508. CO: They've they've broken it down into, gentle persuasion, having a bit of fun and coaxing

509. R: Yeah

510. CO: Do you know what I mean? and like, 'let's just go to the toilet and do it'

511. They've got different strategies, and because they care and because they're willing to spend the time, they've got into her.

512. R: Yeah

513. CO: and that's the bit, well that's what I've just put on the thing, I just can't, it was just like for me, so lucky to be in a school where they were gonna make that, because what I heard from my friend, S, at R Primary, not that I'm knocking them, I don't think she got that there. It was a very different approach.

514. That was like, you just go outside if you wanna play, go inside, make your own mind up, whereas I think *there* it was more like, right, let's put a bit of effort in and get E to come out, but I feel very lucky (54:52)

515. R: Yeah, yeah (1)

516. CO: Yeah

517. R: Last one then, erm, are there any areas where you feel more, or different, support was needed?

**Supporting communication (re-visited)**

518. CO: Speech and language, NHS. That's been the *whole* fundamental problem

519. R: Mm

520. CO: Because *nobody* wants to make my child better. Or *no*, that's not true, not the schools. What I mean is, there's nobody medically, when she's got a *medical* disability, that wants to help her

521. R: Mm

522. CO: The the Miss SB (MT SALT) can't do it 'cos she's tied down to MT Primary school. SG (clinic) have been *fantastic*, don't get me wrong, the child development team, *amazing*, but it's all just stopped

523. R: Mm

524. CO: And the thing that, like I say, makes me a little bit angry is that if I was in America and I had private medical insurance, it would pay for E to have *hours* of speech therapy a week, and you read about testimonials from these children who've had *severe* lear- speech and language problems, that they've now got degrees, proper jobs, go back to visit their primary school and the teacher can't believe they're the same person 'cos they're talking completely now and I just think, will *my* child get there, and I feel angry that, you know the NHS'll do *all* these things for everybody else, but they've got somebody, it's a fundamental *life* skill, there's no support.

525. R: Mm

526. CO: and they don't get funding at school, they don't get any funding, well they get a little bit at *certain* ages, but but that speech and language is stopping them from learning

527. R: Mm

528. CO: So, there's funding for children, I'm not having a go, but like,

there's a child in D's class who's got ADHD, who's got a *specific* person sat next to him coming up to four years, 'cos she's moving up to year three, sat next to him *all* the time and D, nothing. School's had to dig out of their pocket, and er fiddle around moving people to help him, yet, why do they fund for *certain* things and not for things that are actual learning disabilities?

529. R: Can you not get funding, in terms of speech and language?

530. CO: Yeah, but they missed it, they missed the year. I think it's sometimes only every couple of years and the Speech and Language lady went on maternity, never told the school they could do it and he missed it last year

531. R: Oh, oh right

532. CO: It was SMc (EP), WNursery didn't know to do it, it was SMc who told me to get it for E 'cos she'd looked into it for me, but the schools haven't got a clue

533. R: Oh

534. CO: It seems like speech and language is something they just don't seem to get, and yet what they don't realise is it stops her from learning

535. R: Yeah, so the thing you're saying then, is you'll get that termly or half termly, and then there's support by the teaching assistant?

536. CO: Yeah, but they're not the same as a speech therapist because, I mean, my lady, A, comes, I pay her £60 a week and she can, for an hour a week she plays games with him, gets him *doing* things that he doesn't even know he's doing and she's narrowed down, you know she could give you now, a full, she often goes on for like fifteen minutes to tell me what to do with him every week.

537. She can specifically tell you the areas he needs to work with and she understands his problem.

538. Do you think that might be different for E?

539. CO: Oh *completely* and like she might learn different to D and I know that now because I realise there isn't a label for stuff.

540. Yeah she might have Speech Dyspraxia, but she's probably got a touch of something else, a touch of something else and it all crosses over so, you know, she might learn differently

541. And also, it's not til year two, that there'll be that split, but but I know for both of them, there will be a split at some point where they just can't keep up and then, what'll happen is like with D, the foundation won't get laid, and he'll just get left behind, because what they're having to do now is go back and *lay* the foundation, that could've, could've by a normal child be laid in Reception. He's having to have that foundation built up now

542. It's just frustrating *now* to see him sat in a class, where he isn't understanding anything they're saying

543. R: Yeah

544. CO: They're writing everything on the board, he can't even read it

545. R: Mm

546. CO: So, this is my point, it's like I don't mind about that

547. R: Yeah

548. CO: I understand that's how it has to be, if they'd just *give* them some speech and language therapy by a *proper* person, not a TA

549. R: Yeah, yeah

550. CO: 'cos a TA is not a speech and language therapist

551. R: No, no

552. CO: That's my only gripe

553. R: Yeah yeah

554. CO: And it makes me wanna, my husband works for an American company, and I said to him the other day, I said 'you know what, if you ever got offered a job abroad, I'd wanna check with the medical people first, like the insurance people, but I'd *do* it if I could get him, them both a fresh start and more help

555. R: Yeah

556. CO: Sorry

557. R: [laughs] No, no, that's fine and thank you.

**Closing remarks: In a positive place really**

558. CO: We're getting there, like I say, it's just a matter of er, of just drip drip drip, isn't it?

559. R: Mmm

560. CO: And like I say she's got some skills that are impressing me,

she can already count

561. R: Yeah

562. CO: That's a positive

563. R: Mmm, yeah (1)

564. Well, I think that's it really, unless there's anything that you feel  
you'd like

565. CO: [No, like I say, I feel really, in a good place really

566. R: Yeah, yeah, and thank you



**Appendix: WT6: Cindy's September Interview (CO, Parent) - Working Transcript**

Transcript	Notes
<p>1. R: Reads intro script ... So, what has happened and what has it been like for you since we last spoke?</p> <p><b>Leaving nursery and moving on: feeling ready, excited, positive</b></p> <p>2. CO: Erm, so, when we left nursery, er (1) I think I was feeling really positive, because we'd had a <i>really</i> good experience, and E, you know, she, we gave Miss D a present and she <i>got</i> the whole concept that that was gonna sort of be the end of one story</p> <p>3. She was absolutely fine with that</p> <p>4. R: And for you too?</p> <p>5. CO: Yeah, for me as well. I was a bit sad, 'cos I'd had such a lovely year, but I think for E, she was like already thinking about, 'cos we'd got you, her involved quite early</p> <p>R: [Mm</p> <p>6. CO: So she was already thinking about her new school, and that was a positive thing, she was thinking, 'oh I get to wear my uniform, I get to go to D's school</p> <p>7. R: Yeah, yeah, new things?</p> <p>8. CO: Yeah, so I thought it was, the end of an era, but, in a <i>nice</i> way</p> <p>R: [Mmm</p> <p>9. CO: / felt excited about, new school, and so did E</p> <p>R: [Mm (1)</p> <p><b>Holiday: marking the break</b></p> <p>10. CO: and we had like a holiday at that point, so we went away for two weeks, and it was a nice little, sort of like break, you know like a break from, school and everything (1)</p> <p><b>New Uniform: Excitement about school</b></p> <p>11. CO: Yeah, so that was nice and then when we came back we had to buy a few more bits and bobs uniform-wise, erm (1) and she was</p>	

really excited, you know we went to the shops and we got her socks and and, sort of, pinafore dresses, and *she* helped, and *that* was really good (1) buying the shoes, she *loved* buying her shoes

12. R: [Laughs] (1) So do they have a specific sort of shoe then?

13. CO: Well, they have to have pumps while they're in class

R: [Mm

CO: so we had to buy some plimsolls, but she liked buying her actual, daytime shoes that she walks to school and plays in the playground with

14. R: Okay, yeah

15. CO: 'Cos they were like patent with like little diamantes on

16. She thought that was wonderful

17. R: [Laughs]

18. CO: And she would wear them through the summer holidays, she'd like keep getting them out to show people [questioning tone] (1) which for *me* was a really good sign

19. R: Yeah

20. CO: You know, 'look at my school shoes', you know

21. R: Mm (1) and what did you think that was saying then?

22. CO: I think that was *showing* people that she was, excited about school, and also (1) growing up. I think it was like 'Look, I've got new school shoes. I'm growing up'

23. R: Okay, yeah, yeah

### **Seeing signs of independence: involvement and excitement about school**

24. CO: Because she became quite independent over the holidays and, you know quite a lot of things she would start doing *herself*, and not wanting me, to do for her

R: [Mmm

25. CO: So, again it was like, I think psychologically she was *really* happy to be, to be erm, going to SM School

R: [Mm

26. CO: And then, and then, the (2) week before, we were putting names on everything, so everything came out and she was again,

really excited, and I think she (2) I think she was you know with her bag, school bag and everything, she was wanting to *look* at things, like the flash cards that they gave us, and she was very *positive* about it.

27. I think that was her, it was a *long* summer holiday

R: [Mmm

28. CO: So, it was her thinking, you know like 'Right, let's think about school now because, I'm a bit bored of, of not doing anything'

29. R: Yeah

30. CO: Yeah, so she did the flash cards, and *that* was a really good sign. She couldn't *do* them, but she had the attitude that she *wanted* to do it, like she saw me doing things with D [questioning]

31. R: Okay

### **Postcard Story: Noticing E's agency**

32. CO: 'Cos there was a little bit of work to do for D *before* he went back, like we had to buy a postcard of somewhere he'd been and he had to write a story about his favourite day

R: [Mmm

33. CO: So, when we went to XAbbey she was like '*I* want a postcard'

34. R: Oh yeah

35. CO: And it was a really good job, because when I *read*, the information in her starting letter, as you do the week before, just to make sure I've done everything I should do

R: [Mm

CO: so, what day does she turn up in her P.E. kit etc., it actually said she needed to bring a postcard [laughing]

36. R: Oh [laughing]

37. Co: So I was like oh, thank goodness

38. So, so, she was *really* proud

39. She wanted to do the same as D and, and she didn't write a story but she wanted the postcard and she wanted to write her name on the back of it and do a drawing on the back of it

R: Yeah

40. CO: So again it was all really good signs

### Setting off for school: Excitement and anticipation on first morning

41. and then (1) with the first morning, again *really* positive.
42. She loved having her hair done, especially with the, 'cos we got some bobbles for doing pigtails and that was *really* exciting for her, and, putting her uniform on (1)
43. I just thought 'ooh, this is going well'
44. We got her a new coat and normally coats with E can be quite, an annoying thing, 'cos they get, you know how they have really, especially the winter ones are quite substantial round the *neck* so they knock on her chin and normally she doesn't like them, but she was not complaining [questioning].
45. It was right up here, right up to her chin and she wasn't complaining, I thought 'Ooh, this is boding well' [laughing]  
R: [Mmm
46. CO: So anyway, so we set off to school and about, four or five people we knew stopped and they were like, 'Hiya E, are you excited?' and I thought this is gonna tip her over, the edge, because if there's one thing she doesn't particularly like, it's people *questioning* her, and expecting an answer
47. R: Yeah, yeah
48. CO: And especially about something as emotive as starting school, I thought 'Oh gosh, please don't ask her too many questions'
49. So, she was *fine* [surprised tone] and she actually *acknowledged* the ones that obviously she knew quite well, like my sister-in-law  
R: [Mm
50. CO: She was *really* like 'Yeah, I am, yeah I am' and I thought 'wow'
51. R: Mm, what do you think's helped her to feel that way?
52. CO: I think, I don't know about *helping* her feel, I think she just, *wanted* it.  
R: [Mmm
53. CO: I think the uniform *helped*, but I think more than anything, school preparation at W Nursery, had made her excited about having stimulation at a new school [questioning]
54. R: Okay, yeah

55. CO: Because I think the big break over the holidays, there wasn't a lot of structure and stimulation
56. So, I think she was thinking (1) 'this is *it* now, I'm going back to, like at WNursery where I've got lots of things to play with
57. She'd had a good experience on that visit day and she was saying she wanted, I asked her 'What do you want to do today?' and she said sticking and gluing  
R:[Mmm
58. CO: 'cos that's what she'd loved on that day, and I said 'oh well I'm sure there'll be sticking and gluing today' and everything.
- First morning drop off: taking control and breakthrough – 'I was on cloud nine, you know'**
59. Now that's what I've put in my diary (1) so, I remember she was supposed to start at 9:30 on the *second* day of school, and I didn't think anything of it, but then there's another girl called E that I know, whose sibling is in the year above D [her son]  
R: [Mm  
CO: who was starting with her, so we call her 'the other E.'
60. The other E's mum said to me, don't you think it's a bit daft that they're starting at 9:30 tomorrow because we're gonna have to go somewhere for 20 minutes to kill some time
61. They're gonna be all excited about school and then have to walk *out* of school, then come back in.
62. So, she said 'I've gone to Miss S, and I've asked as a favour, whether I can bring her, you know, *after* drop off, and just, not have that, half an hour to kill'  
R: [Mm
63. CO: So I thought 'Ooh, what do I do for the best', do I, do the same as them, or do I stick with the program?
64. So I thought about it, and I thought, 'when we did the visit day, *that* was at 9:30 and it *was* really hard  
R: [Mm
65. CO: Because we had to go away for twenty minutes, and she was a bit, upset when we came back.

66. She was like she'd got herself, head ready for it, and then, was confused
67. R: Oh confusing yeah
68. CO: That's it, and so I thought 'right, I'm gonna do what the other E does' (1)
69. So I went to see Miss S and she said 'yeah, 'course, not a problem' and she said, 'the only reason we *do* the 9:30 is because sometimes when you're putting all the bags away and you're there as a parent and *you're* putting them on the mat, they can get a bit upset, but it's absolutely fine, don't worry, you just come after drop off.'
70. So then I went home and I'm thinking 'ohh (1) you know the teachers *know* what they're doing, maybe I should've done what *they're* doing instead of being, lulled into this, 'it won't work' thing [questioning]
71. The teachers know best and maybe I should do it, but then I thought I'm not gonna go back and make a, 'cos it's *tomorrow* [laughing]
72. R: [Laughing]
73. CO: I'm not gonna go in the morning and go 'ooh I've decided not to do it'
74. I thought C, just *stop* worrying about it, it'll be *absolutely* fine.
75. So (1) we went straight after drop-off, and the most *amazing* thing happened, she just *walked* in, like *really* confidently (1) and I said 'right shall we put your bag in the box?'
76. Miss S was there, she said 'you put your bag in the box and see what *colour* you are'  
R: [Mm
77. CO: 'You're *yellow*, it says EO in yellow, so you go and put it in the yellow box'
78. So off she went, and she did that, erm, with a bit of help from me, and then, I said 'right, so we'll go in and take your coat off then' and she was like *absolutely* fine, and we took her coat off, and we were just swapping, her shoes for her plimpsolls and one of the children that had been there the day before, and was coming back

for the *second* morning, broke down into tears, and the mum, also started like, getting really upset, with the teacher

79. So E was looking at this little, I think it was a little girl and the mum crying, and she just looked at me and I thought 'oh gosh,' and she was absolutely fine

80. She just looked at her and just carried on putting her pumps on, as if to say 'I'm not gonna let this spoil *my* day'

81. So I was like this *cannot* be happening [laughing]

82. R: [Laughing]

83. CO: So she was just like, Mrs P was there or one of the other teachers was there, Mrs W it might have even been, and they went 'come on E, shall we go and sit on the mat' and she went 'yeah'

84. And so I thought do I push my luck and I went 'can I have a kiss bye bye?' and she gave me a *kiss*, which again, I thought I'm not gonna avoid it, I'm just going to do what I would normally do

85. R: Yeah

86. CO: She gave me a kiss and she just, looked away, went and sat down on the mat, and I just went.

87. R: Yeah

88. CO: I just thought 'don't turn round, don't look [laughing]

89. R: [laughing]

90. CO: 'Don't upset her, don't catch her eye' (1) and she was absolutely fine, so I walked out and the other E's mum was like 'how are you?' and I was like 'it was fine, she didn't cry' and she was like 'neither did *mine*' [laughing] (1) 'cos her E had cried on the visit morning as well

91. R: Ohh, yeah yeah

92. CO: So then I felt like, you see sometimes I worry about things, but actually in the event of it, she was *fine*

**[Letting them surprise you: Happy to let go]**

93. R: Yeah, and I remember when we were talking last time, and it's something I've written on here, you talked of letting children surprise you?

94. CO: Yeah, just *doing* it anyway. Yeah and gosh I was so happy. I

was on cloud nine, you know like a lot of the mums went 'ooh I'm dropping my daughter off, *ohh* like that, and I was like 'yes' like [raised tone, then laughing]

95. R: [Laughing]

96. CO: I was so happy to be dropping her off, because *she* was happy I wasn't sad at all, I was like, to think that we'd got to *this* stage, this is like (1) this is (2) *amazing*. I was *really* really happy

97. R: Do you think that, you know made a difference to E?

### **Feeling on board: handling things differently**

98. CO: Yeah (1) I think she knows that I'm on board (1) for example this morning, you know she was a little bit emotional because she didn't like the feeling of her trainers

99. R: Okay

100. CO: Cos she has to go in her P.E. kit on a Monday morning and a Wednesday morning

101. R: Oh yeah, do they?

102. CO: For some reason, she hadn't had them on for a week and she thought I'm not keen on these trainers

103. She got a bit upset, and to be honest because she'd got up late, we were a little bit rushing now, and I remembered when D started and he would get awfully upset about his shoes

R:[ Mm

104. CO: if he didn't have them just right, it would tip him over the edge and the tears'd start, and I could see the same thing happening with *her*

105. And then when we opened the door to go to the car, the dog escaped and it's really hard to get the dog back in, so then she felt upset because the dog had escaped, she felt like it was her fault for leaving the door

106. R: Aww

107. CO: So I thought right, C, just don't rush this, we we're gonna be late for school but it *doesn't* matter, the important thing *here*, is to get E back to not being upset (1) We're late, but don't let her go in upset, over something as silly as that, 'cos it'll spoil school



108. R: Mm and is that something you feel you've learnt?
109. CO: *Absolutely*, you're better off being late than stressing about being on time, and pushing them, and them crying
110. R: The rushing bit?
111. CO: Yeah, the rushing bit really affects, both D and E (1) although D's grown out of it now  
R:[ Mm
112. CO: So, I just took my time, and I just sort of like said 'come on, it's fine, I'll get M (dog), don't worry, do you want,' she always has her breakfast like on the go, so I said 'do you want to take your bread roll?' and that cheered her up, and she went oh yeah, I'll have the bread roll in the car
113. So that took her mind off it, and it was raining, so I said 'shall we get the umbrellas out?'
114. So the smile came, umbrellas out, Pepper Pig umbrella, and she was so happy and it just like knocked it out of her
115. And so, yeah, I think that's what I've learnt is to *take* your time, er, and *allow* them the time, to be distracted back into being happy again, 'cos it's normally over something really silly (2) so, yeah
116. R: [Mm, mm (2) That's nice to hear.
117. And, erm, I'm thinking about some of things you spoke about in the first interview, and something that came out to me was the idea of, like 'second time around,' you know, the things that maybe you've learnt from already having gone through that, you know [questioning]
118. I wondered what your thoughts were on that
119. CO: Ooh gosh, yes, 'cos I look back on D, and and, because E was a little, younger then, a good sort of, what would it be about two years younger, and she would start crying or playing up, and then I'd be *rushing* him (1) and *he* was obviously going through quite a lot of emotions about starting school and I'd be *rushing* him, and he'd be getting upset about his, not putting his shoes on exactly how he wanted to put them on, and that was really, not good for him
120. R: Yeah

121. CO: I should have just thought, do you know what, E's making us late, it's *not* a problem (1) if we're gonna be late, we're gonna be late, and just explained it to school

122. R:[Yeah, yeah

123. CO: So yeah, that was good

124. R: Yeah, is there anything else you want, you want to sort of say, before

**KP: Changes in routine: Different again, difference celebrated**

125. CO: [Relating to that, I had a bit of an incident where I *didn't* remember that information

126. R: Okay yeah

127. CO: So last week (1) I think it was sort of like, I can't remember what day, Thursday I think it was (1) erm (2) what was the reason, something happened, that was it, no it was Friday, 'cos it was assembly (1)

128. She got up at eight again, which is a little bit late but I don't want to rush her up because she needs her sleep

129. R: Mm, yeah

130. CO: She got up, had her breakfast and everything was good, she was in a *really* good mood (1) but my husband was home, and he threw my routine out a bit

131. He was like 'Ooh E, let's get your shoes on for school, let's get your coat on' and E was like '*no*, I don't want you to do it, I want mummy to do it'

R: [Mm

132. CO: And then my husband was like, 'Oh, okay then' and and sort of like 'fine, if that's how you're gonna be' sort of thing and then she started getting a bit, defensive

133. So I said to S [husband] 'look, please don't make an issue of, this (1) don't take it personal, this is just E, in her little bit before'

134. I said 'do you remember what D used to be like?' and he was like 'oh yeah, okay.'

135. So he let me put her shoes on, let me put her coat on, but then I was in the car driving, to school and I thought 'oh no, she didn't go

to the toilet this morning'

136. And obviously she'd held it all night, and she's one of these ones, she likes to come downstairs and after fifteen minutes decide she needs the toilet, whereas D'll go straight as soon as he gets up

R: [Mm

137. CO: I'm thinking, she never went to the toilet (1) ohh and it's assembly, I'm gonna have to get her to try when we get to school, so

138. So we got to school (1) I got to the front of the queue and I said to everybody, 'just need to go to the toilet and it's assembly, so do you mind if I come to the front' [lowered tone] and they were like 'yeah,' which obviously I never thought about it was like for *her*, 'what's going on, why am I special?' and she *didn't* like that

139. R: Mm, different

140. CO: And we went into school, and we saw Miss S and I went 'I'm just gonna take her to the toilet 'cos we've not been and it's assembly' and she went 'oh okay then'

141. So I took her round the toilets and that was it, she didn't like it, she said 'I don't need the toilet mummy,'

142. I said 'well, did you go this morning 'cos I can't remember if you went?' and she went 'I don't need the toilet,' she didn't answer me,

143. So I went 'let's just try,' so I said 'come on, I'll come in the little booth with you, we'll shut the door so nobody can see

144. Anyway, she just didn't *want* to go, somebody telling me something *out* of her routine, she *didn't* wanna go to the toilet, whether she'd been or not, I don't know (1) [inhale]

145. So she was on the toilet *crying* and then I couldn't recover it

R: [Mm

146. CO: And I'm just just *kicking* myself thinking '*oh*, if I'd only remembered to get her to go at home she'd have been fine'

147. If I'd've asked her to go at home, and said 'come on E, go to the toilet' in a really happy way, she'd've gone

148. CO: So I was like 'Arghh' (1) 'Why didn't I remember? Now I've got her upset and it's assembly

R: [Mm

<p>149. CO: So she comes into assembly and I stay for assembly</p> <p>150. R: Okay, is that what happens?</p> <p>151. CO: Yeah, she comes into assembly and she's with Mrs P looking a bit upset, so Mrs P says 'you can sit on my knee up on the chair' (1)</p> <p>152. And <i>all</i> of the kids are down on the floor, and Miss S had to sit on the floor because there was a lot of parents in</p> <p>153. So after a few minutes of her looking like she'd, got herself together</p> <p>R: [Mm</p> <p>154. CO: Erm, they, they said 'would you like to come and sit on the floor with me, would you like to come and sit on my knee?' said Miss S.</p> <p>155. So they pulled her off Mrs P's knee and put her on Miss S's and she cried to go back on Mrs P's knee 'cos she didn't like being told she had to go on Miss S's knee [laughs]</p> <p>156. R: Yeah [laughs]</p> <p>157. CO: So D was in front of me, and he just turned round and he just like went 'oh' like that [sigh, facial expression], and shrugged his shoulders as if to say '<i>only</i> my sister' [laughing]</p> <p>158. R: [Laughing]</p> <p>159. CO: 'Cos it was Welcome Mass, so it was <i>really</i> quiet, 'cos the priest was in and she was crying and sitting on Mrs P's knee</p> <p>160. R: Oh</p> <p>161. CO: But D was funny, made me laugh, you know cheered me up really</p> <p>162. R: Yeah</p> <p>163. CO: 'Oh, <i>only</i> E', like that [laughing]</p> <p>164. But then she was fine, and she just sat on Mrs P's knee, as good as gold for the whole of assembly, but at <i>that</i> point, that's why this morning, I thought 'no I'm not rushing'</p> <p>R: [Yeah yeah</p> <p>165. CO: I'm not gonna rush because that's what happened when I took her out of her normal routine</p>	
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### **Routines and working with E: empowering role**

166. R: Mm, so, is that important, routines?

167. CO: For her, yeah, I really think it is

168. She has to feel like *she's* made the choice to go into school, *she's* put her bag in, *she's* got her coat in and *she's* gone like a big girl to the mat

169. R: Aha

170. CO: And I think in her mind, that's become, she's taken ownership of that

R: [Mm

171. CO: So, me trying to break, what she feels comfortable with, is really upsetting for her

172. R: Yeah yeah

173. CO: I don't know why, but it is

174. R: Mm, and for *you*, are the routines important?

175. CO: Yes, because it's a safety net (1)

176. I think having that routine, particularly to do in my head as we go through the morning, make sure you have some breakfast make sure, you know, you're not rushed into having breakfast.

177. I always put it on the side for her, so I accommodate to a certain amount, because it works for me

R: [Mm, mm

178. CO: I don't feel like I'm doing it because I'm scared of upsetting her

179. I feel like I've worked out what her particular, routine is that she enjoys, and I work with her on it

R: [Mm

180. CO: So yeah, I feel like that's really important, working with *her*, not giving her all of the control, but but understanding why she might like things a certain way, and respecting that

R: [Yeah, yeah

181. CO: She doesn't want to get up on her morning and come down and sit at the table, but D *does*

182. He likes to sit next to me, he likes his whole, you have to have the bowls and everything out ready and his glasses, which he takes off

at night are sat next to his cereal bowl

183. He's a real, sit down, come down, have breakfast, you know get up, have a wee, come down, have breakfast

184. Everything's like, bang bang [hand gestures], routine routine

R: [Mm

185. CO: E just likes to make up her own mind when she's ready

186. R: Okay, does she like that flexibility?

187. CO: Yeah, and she's like her dad, she's not being difficult.

188. S [husband] doesn't particularly like to have to come down and have to sit straight down to breakfast

R: [Mm

189. CO: So I see that, some things work for some children but they don't always work for others

190. R: Okay

191. CO: And you've got to, not be too fixed, have you?

192. R: Right, yeah yeah (1)

193. And I was interested in what you were saying earlier about this morning, and you know, your relationship with the teacher

194. It sounds like you felt able to explain to Miss S, 'oh this is what happened this morning'

195. CO: Yeah, yeah

196. R: And I wondered if you could tell me a bit more about that sort of *relationship*?

### **Meet and greet: relationships with teachers and feeling included**

197. CO: Yeah, / feel like every morning Miss S stands, right outside, 'cos there's like an awning area isn't there, you know that bit where you come in

198. And so she stands there, so she'll, *always*, even when it was Miss C [teacher] and D [son], they always stand there do the main teachers

R: [Mm

CO: and, talk to you when you come in, so they'll say 'good morning' to E, or 'good morning' to every child, and 'hello' to the parent [questioning tone]

199. R: Yes
200. CO: And at that point *you* can say something to them, you know they're always *there* for you
201. R: Alright, yeah yeah
202. CO: So then, the other teachers are inside, the TAs [teaching assistants], and the er Mrs P, are inside, so then they're there as a back-up if maybe the kids just need a little bit of a, you know a, arm round the shoulder or a bit of help doing their shoes or something, or guiding to the mat
- R: [Yeah, mm
203. CO: But Miss S's *always* there and you *always* feel like, you can say 'oh this has happened this morning'
204. R: So you always feel like you can?
205. CO: Yeah, so they *then* are getting straight away the information they *need*
- R: Aha
- CO: to assess what's going on for the kid, you know
206. R: Right
207. CO: And other parents do it as well, not just me, other parents'll say 'oh, so and so's had a bit of a bad morning this morning' or 'they've got a bit of a cold' or
208. R: So right at the start of the day?
209. CO: Yeah
210. R: And what do you think about that?
211. CO: I think it's helpful, I really do, because I've always felt that's that school's strong point
212. R: Okay
213. CO: It's the, 'Meet and Greet' when you come in
214. R: Right, yeah
215. CO: Yeah, yeah. I don't know what they do at other schools
216. They don't do that, Miss D doesn't do that, and she's absolutely fantastic but that's not *her* style
- R: [Mm
217. CO: She used to sit at a table, so that the children would pass *by* her as they went, to choose their activity (1) and they could talk to

her, and the parent could talk to her, but she didn't meet and greet when you came *in*, whereas with Miss S she like meets and greets

218. R: Yeah

219. CO: So that's really nice I think (1)

220. And / think that's what makes E feel like we've crossed over the threshold now

221. R: Do you?

222. CO: I think that's what gives her that signal

R: [Right

CO: 'Here we go, mummy's handing me over now'

223. R: Yeah

224. CO: So with Nursery it was that mummy was guiding her towards her, chosen play activity, and they were very good at that there

225. They would let you have five minutes with them, to just get them settled at whatever activity and then you could leave them at the activity and walk away

R: [Mm

CO: whereas because this is Reception, they sit on the mat

226. R: Okay

227. CO: They maybe need to do the meet and greet to give the child that like, 'we're gonna just let mummy go home now and *we're* gonna decide'

228. R: Mm, so what happens? Do you go into the classroom or sort of say bye bye at the door?

229. CO: We go into the classroom to, take their coat off and get their plimsolls, and then they take the plimsolls to the ma, to change their shoes 'cos there's a lot of children in the area

230. R: Yeah

231. CO: And then they take their own shoes back and put them underneath their coat, does that make sense?

232. R: Mm

233. CO: So, you hang their coat up, and maybe their PE bag, but *they* make the shoes *their* job

R: [Aha

CO: which I think's really good



234. R: So you have different roles then?

235. CO: Yeah, that's it, yeah (1) it's really good that.

**Home-school diary: Feeling included and supported, 'another one of those'**

236. And there was something else I was gonna tell you, it's something I thought was really good this morning

237. R: Yes yes, I want to hear what *you* want to tell me

238. CO: So this morning (1) on Friday sorry, they gave us a home school diary

R: [Mm

CO: which is like your, *exactly* like your journal, which she recognised

239. When she saw it I think she thought it was another one of those, and it's got her name on it, and like a picture of school or whatever

R: [Yeah, yeah

240. CO: And she was like 'Ooh mummy'

241. She knew what to do with it I think because she'd done a little bit of your journal and she thought

242. R: [Oh

243. CO: this is *my* journal for school

244. So this weekend we went to, the XArea, which is at CastleX, which is *absolutely* beautiful, I'd highly recommend it, but it's erm, acres of special trees and woods you know that they have

245. R: Okay

246. CO: And we took M [dog] with us, so she came for the day out, and E's physically getting fantastic now, and that's a real positive for us

247. Having the dog, it's making us walk a lot, and E's running around

248. R: Right

249. CO: Yeah, *really really* getting good at running and and things like, again with PE and things, and Sports day, which she previously felt maybe she couldn't do [questioning]

R: [Mmm

250. CO: I can see a real enthusiasm now to show off her running

251. It's almost like becoming *her* thing that 'look at me, I can *do* this

now,' and we're encouraging that

252. R: Yeah

253. CO: When we got home, we'd had a lovely day but it was a long day

254. I said to D 'I'm really sorry D but we need to do your spellings'

R: [Mm

255. CO: So she went 'mummy, mummy', and she went, 'cos I'd put, I make it now that we have a real routine doing flash cards, speech therapy and D's homework by having two piles up on the side, so they can tell me when they want to do it, they can say 'I want to do this,'

256. R: Okay, so like accessible?

257. CO: Yeah, so they can grab them

258. So I got his spellings and *she* grabbed her home diary which was with the flash cards

259. R: Did she?

260. CO: Yeah and she went 'I want to do this, I want to do this'

261. R: Yeah

262. CO: I said 'what do you want to do?' and she said 'I want to do some pictures'

263. I said 'do you want to draw the trees that we saw today and M [dog] going for a walk?' (1) 'cos I'd got a little leaflet from the place, and she said 'yeah yeah yeah,' and so she did loads of drawing and she was colouring in the leaves, and I drew the tree and I drew the dog

264. R: Yeah

265. CO: I said 'could you colour in the leaves for me and what colour were the leaves today?', 'cos they were going a bit yellowy orangey red

R: [Aha

266. CO: I said 'see if you can find me yellow orange and red pencils, like the picture on the leaflet [questioning]

267. R: Okay yeah

268. CO: You know, with a picture of all the trees on, and so she got the pencils and she coloured it in, and I wrote, 'we went to the XArea

<p>[place name], and I wrote 'and we took M [dog] with us' underneath, so there's a little bit of an explanation</p> <p>269. And she then went 'mummy can I have the pen,' and she was writing her pretend writing, which is just like, you know how you can do pretend writing where you just do zigzags like that?</p> <p>270. R: Yeah</p> <p>271. CO: She was doing this [pretending to write] underneath, so she could do her bit of writing, and then she said 'can I have the leaflet to put it in?' So I put the leaflet in and she was really proud of herself</p> <p>272. CO: And this morning, at sit down on the mat time, Miss S had got all of her (1) the ones that the kids had given her, the home-school diaries, as if they were gonna talk through them [questioning]</p> <p>273. R: Yeah, that's nice yeah</p> <p>274. CO: I said 'ooh, E, shall we get <i>yours</i> out?' and she was like 'yeah yeah,' so we went <i>back</i> to the bag, which I thought she might, 'cos when I tried to get it out of the bag she was like 'no no, leave it in the bag,' but then, when I asked her, she let me go back and get it out, which was her choice</p> <p>275. R: [A-ha, yeah</p> <p>276. CO: I said 'do you want me to go to the bag and get it?' and she said 'yeah' (1)</p> <p>277. So then I got it out, and I <i>left</i> her, and she seemed quite happy carrying her little (1) you know her little diary and I thought <i>that's</i> really clever because she can access that on her level [questioning]</p> <p>R: [Mm</p> <p>278. CO: And she's wanting to communicate to school in <i>her</i> way, what she did at the weekend, and that's given her a facility</p> <p>279. If they had to put their hands up, and say what've you done at the weekend, she wouldn't be able to do that</p> <p>280. R: Yeah, yeah, lovely</p> <p>281. CO: Whereas for her, if Miss S opens that up and goes 'ooh, this is E's, it's a way then E can go 'yeah,' and say something if she wants, but she doesn't have to say</p>	
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282. R: Yeah, it'll be nice to ask tonight won't it, how's she's got on?

283. CO: *Yeah*, absolutely, definitely, so I thought that was a really clever thing, and especially if you don't necessarily have the language skills to explain

284. I mean she's not gonna exactly go 'I went to the XArea' is she [questioning], that's not gonna really trip off her tongue [laughing]

285. R: [laughs]

286. CO: So, I thought that was a really clever thing

287. So that was a real positive (1)

288. I'm trying to think of anything else that I thought was a really good idea (2)

**School dinners: Caring staff, feedback and opportunities to surprise**

289. Ooh, I've got it, I wrote it in here [looking in journal], dinners

290. R: Oh right, yeah

291. CO: So, I wanted her to try the school dinners, however D's gone to packed lunch, and I thought that might be a problem 'cos she'd see him with his packed lunch bag, being all excited about what goes in it

R: [Mm

292. CO: 'Cos it's new for him is that, and erm, she wasn't, she was fine with the dinners, and I, I said erm, are you gonna try and eat something?

293. On the *first* day, she said she'd only had an orange and I thought 'oh heck this isn't gonna give her enough energy, you know an orange for the day

R: [Mm, mm

294. CO: But when I when I picked her up, so so when I did this, *your* journal

R: [Aha

CO: she said, you know, she'd only had an orange and we drew it in there

295. R: Yeah

296. CO: (1) and also, the next day (1) I was worried, so I said

something to the teacher, and the teacher said 'no, she did actually eat some of her lunch and we always watch them and make sure'

297. R: Mm, did she just remember the orange then?

298. CO: Yeah she just *remembered* the orange.

299. So she said, 'but *today* she didn't eat a lot, I mean she only had like a green bean, so we took her into the kitchen and we got some, she didn't want it toasted, a little girl had toast and she just had a slice of bread [quietly]

R: [Mm

300. CO: I know it's a bit embarrassing but, at least she ate something

301. R: Yeah, yeah

302. CO: And I said yeah, that's fine

303. She said 'what we'll do is we'll keep an eye on it, and see how we get on', 'cos worse-case scenario I said to the teacher, I can always bring her a packed lunch, like her brother, and she said 'well let's give her a bit of time (1)

304. So then, the day after that, she cleared her plate apparently

305. R: Oh

306. CO: Tuna pasta bake and she cleared her plate

307. R: Yeah

308. CO: I've never even made tuna pasta bake so [laughing] I'll have to try that one

309. R: [Laughing]

310. CO: Erm, and every day since she seems to be *really* enjoying trying things

311. R: Okay, so we're you bothered about that before then, the dinner times?

312. CO: Yeah, 'cos she's an incredibly fussy eater

313. She eats like a bird, like just picks at things and then, that's it, it'll keep her going for *hours* and I'm like 'how does that give you the energy to keep going?'

314. But I think she's adjusting it now she knows she's gonna be hungry (2) because she knows she's gonna be hungry, she's adjusting what she's eating

R: [Mm

CO: eating more and trying things, and eating a good breakfast, before she goes

315. R: Oh is she?

316. CO: So I feel like I'm glad, talking about giving them a chance to surprise you, I'm really glad that I stuck out with the school dinners

317. She's never once mentioned packed lunches, she seems to like the tray and getting it and *telling* me what she's had

318. R: Yeah

319. CO: Which I never got off D, she actually tells me what she's had for lunch (1)

320. So, I thought that was really really good that they a) took the time, to help them with the lunch, fed back what they'd eaten (1) and you know that (1) I know some schools you have to tell them what you want in the morning

321. R: Mm you do don't you?

322. CO: Mm and then it turns up, and I think that would be too much of a choice for her, she'd be panicked or rushed into a decision

323. R: Yea

324. CO: I think she's liking the freedom to, try different things, even if they don't go together, she's happy with that

325. R: Yeah, so the way they've handled it?

326. CO: [has been really really good, yeah

327. That's been a bit of a relief really

328. R: And for you as well?

### **E's growing independence at family mealtimes supported by caring staff**

329. CO: Yeah, well it's teas and things now I'm finding, because she's hungry she's eating tea as well [questioning]

330. R: Yeah

331. CO: So you know yesterday I made something from left-over salmon, like a creamy salmon pasta

R: [Mm

332. CO: Now, D said straight away 'oh I don't like this,' but she kept on eating, because she'd been hungry and we'd been on a walk

R: [Mm

333. CO: Now that for *her* was a big thing (1) Normally if D said he doesn't like something, she'll be like 'well *I'm* not eating it', but she kept on eating and D in the end, sort of huffed and went [sighs] and ate it 'cos *E* was eating it, and seemed to be just ignoring what he was saying [laughing] (1)

334. So that was like the first time *that's* ever happened, and I'm finding it's happening a lot more now

335. R: Okay, yeah, so that's something different?

336. CO: Yeah, and I think that's that's like for *me*, a real, change, a *big* change

337. R: Yeah yeah

338. CO: That's that's making me quite (1) again, it feels like sometimes you don't necessarily wanna push your children into an uncomfortable situation, but especially for somebody like *E* who maybe can't explain why she doesn't like something

R: [Mm

CO: if you *handle* it right, you know like they've obviously handled it *right* (2) or it's been somebody other than you as the mum, then she'll actually *try* it, try a new experience so yeah, that's really good

339. R: Mmm, so when you say 'handle it *right*' what do you think that's been about?

340. CO: Well I think it's been about (1) maybe because it's a smaller school, they've taken them off into the kitchen and gone you know if there's nothing there that you like, come and choose something

341. R: Okay yeah

342. CO: And let that child know that they've always, they're *always* being helped, and they'll *always* be given, you know a chance to, maybe choose something different

343. And and knowing that's there, that's probably then helped her and she's gone 'you know what rather than having to go into the kitchen I'll just choose something off here'

344. R: [Yeah, yeah

345. CO: I don't know, I think it's for *E* (2) you know sort of a (1) a good change, so, yeah

346. R: Mm, is there anything else you want to tell me or

347. CO: [I'm just gonna look in here because something else came to my mind

348. R: Yeah

**Making friends: a family concern and reassurance from others**

349. CO: Oh that was it (1) making friends

350. R: *Oh*, yeah

351. CO: So, D was a little bit worried 'cos he said she just sits on the bench and watches, she doesn't play at lunch time

352. R: Yeah

353. CO: And he's tried to get her up playing and she was like 'no I don't want to move,' so I was a little bit nervous about how is it going, with the other children, is she making friends is she bonding?

354. R: Yeah

355. CO: But she seems happy to sit there and watch, and that seems to be what she wants to do (1)

356. I've spoken to Mrs T who's my, favourite lady that used to look after D, in year 1, and Mrs T's in the playground and she said to me that, you know she's been over and said to E 'shall we go over and look on the sports field?' and E's come with her

357. R: Yeah

358. CO: And she fed back as well, that when they were going down the steps from the sports field, 'cos they're quite steep, she tried to hold E's hand.

359. 'Cos she knew that E had a bit of a walking problem, she'd seen E from a baby, you know and only walking at two and a half, so she tried to hold her hand and E went 'no no I'm okay,' and took her hand away and held the rail

360. Obviously Mrs T watched her go down but she said she insisted on going down them stairs herself, and she said, 'wow, that's you know surprised me'

361. R: Yeah

362. CO: And so that was nice to hear, but she said she said she thinks she's fine



363. She's just biding her time, and I think she does play with the other E, she says she plays with the other E, she likes her
364. But also there's a little one called [child's name] who's gone from WNursery [questioning]
365. R: Okay
366. CO: and [child's name]'s a lot older, she's turned five already, and is a *very* confident little girl (2) but, we've even seen her have a bad morning, she got really upset one morning
367. R: Oh yeah yeah
368. CO: So you know they're all slightly, find it difficult
369. R: Yeah
370. CO: But apparently, I can't, I'm trying to think who it was, her *mum* told me that [child's name] says she's been playing with E  
R: [Mm
371. CO: That E's been playing with her a lot, so *that* makes me feel like she's got that little person that she used to see two, two and half days at nursery school, and that little girl she's obviously recognised her, enough to form a bit of a bond with her in a new school, which shows that even at WNursery, she did recognise that that child was with her, and then gravitated towards her  
R: [Mm
372. CO: So that shows that whilst she is a little bit of a loner, she's developing some recognition of the other children and remembering them and and feeling comfortable enough to play with her (1) from the feedback I've had
373. R: Mm, so you sound like you're not as anxious now, what do you feel's helped?
- Learning from past experience: 'when she's ready'**
374. CO: E coping with school, and deciding she's gonna get on board, makes me think that in her own time she will get on board with other children  
R: [Mm
375. CO: That that will come, and that (2) if there's problem I think school will tell me

376. R: Okay

377. CO: So, I don't want to be nattering them about it, and making it an issue, until it is an issue

378. R: Okay, yeah, yeah

379. CO: Because, I could go to them and go, 'I'm worried about E, is she playing with people (2) and really, she's not complaining about it, she's happy, so why would I go and start fretting and asking Mrs T again

R: [Mm

CO: or asking the teachers, 'Is she alright' when actually I've got the confidence now that, if E wants to do something, she'll do it and if she doesn't she won't

380. R: Yeah, yeah

381. CO: So she'll do it when she's ready

382. Yeah, so that sort of like was the other thing I wanted to tell you (1)

383. I'll just have a quick look through this and see if there's anything else I can't remember [looking in journal] (2)

#### **First day journal: learning new things from E, crying at playtime**

384. Ah now that, that relates to when she was doing her journal [referring to journal notes] for you

385. CO: So the first day we came back, we sat down after the first day and did some drawing, and she remembered the orange, and then she was telling me about what she enjoyed doing, sticking and gluing

386. She's written it in there and about Miss, I've written about Miss S, she's drawn Miss S and that seemed to be really positive, and then she said to me, and I cried (1) and I said 'oh did you 'cos I didn't think you cried today' and she said I just cried 'cos I didn't want to play in the playground after lunch, and I said 'but why did you cry?' and she said because I like playing in the classroom, I want to be in the classroom

387. So, I thought well that's good that she's told me that through giving me the journal, she didn't mention that until we were drawing in the journal, it sort of came out and she just mentioned that she'd cried,

<p>'cos she'd got the gist that I wanted her to put things in the journal and then tell me what they are</p> <p>388. R: Okay</p> <p>389. CO: So, I don't know what she'd drawn but she wanted to tell me that she'd cried (1)</p> <p>390. So it was like a communication for her, that it had jogged her memory and I'll tell mummy that</p> <p>391. R: Yeah</p> <p>392. CO: But it was good because she explained that she wanted to be in the class cos she can play with things in the classroom, and I think that comes a little bit from her, struggling verbally to socialise in the playground, 'cos there's only really speech isn't there</p> <p>393. R: Yeah I see</p> <p>394. CO: and copying, imitating other children</p> <p>395. R: Yeah yeah</p> <p>396. CO: You can run around with the other children and sort of, I notice she does like parrot fashion copies what they say, specially with H her friend, like if H says something she'll copy it and then like run around with her like like trying to be like H (2)</p> <p>397. So I think she can do that in the playground but I think she enjoys being in the classroom because in the classroom she's got the independence to go you know what, I'm gonna go to that activity, then I'm gonna go to that activity, and she perhaps finds that easier [questioning]</p> <p>398. So, maybe that's that's why she likes being in the classroom</p> <p>399. R: Mm</p> <p>400. CO: But the fact that she <i>told</i> me she'd cried</p> <p>401. R: yeah, you've got that communication haven't you?</p> <p>402. CO: Yeah, that's good (2)</p> <p>403. I think that was the only other thing, erm (2) [looking through journal] Can't think of anything that's been memorable in the week (2) er, no, I think that's everything, yeah</p> <p>404. R: Well I've been looking at the sort of things that I was thinking I might want to pick up on, from when we first talked</p> <p>405. CO: Yeah</p>	
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406. R: And to be honest you've really covered most of them you know

407. CO: oh good [laughing]

408. R: Obviously it's just like a thread isn't it, but there's like two things that maybe I'll ask you, which is erm, you talked erm, last time about your role

409. CO: Oh yes

**My role: developing interests in the garden and feeling happy**

410. R: And, I wondered how *that'd* been for you?

411. CO: *Really* positive, because I had a really good chat with S [husband], and I *really* feel, like he's, really supporting me and happy with me being at home

R: [Mm

412. CO: He's got like a little bit excited, for me about, what I can get done now, about being my own person and *who* I am as a person

413. Like like I expressed at the start of the holidays that I'd really like to take the garden on, and the house, and everything

R:[Mm

CO: because I feel like we have had gardeners in before, to help with the garden, but I feel like so you know what, that could be a *really* positive, keep me buoyant, interest

414. R: Aha

415. CO: Healthy, outdoors, physical (1)

416. It needed doing, 'cos we've now decided to keep the whole of the garden, I don't know if I explained that we were gonna build a house

417. R: You told me about a fence I think

418. CO: Yeah, the fence is up, but we were gonna divide the garden in half and build a house at the other side [questioning tone]

419. R: Ah, okay

420. CO: And now, due to changing circumstances we're keeping the garden

421. So for *me* (2) that's made my day, 'cos I never thought we'd get to keep the garden, and have it as a lovely big garden

R: [Mm

422. CO: So I've really been enjoying (1) we've had the fence put up, and we've taken some trees out
423. We've, you know, we're gonna have it all grass, so we're doing landscaping, erm and I've been doing lots of, you know planting, weeding, tidying up, and and for *me*, he's really happy with that because it was something that was, a big question mark was the garden, and I know it sounds like such a silly thing to get wound up about but it used to really wind him up when he came home and the garden was all overgrown and we didn't know whether the bottom of the garden was gonna be ours or have a house in it, so we didn't ever want to tidy it up [questioning tone]
- R: [Mm
424. CO: And and, he sort of said a lot of positive things you know about, he's really enjoying me being happier
425. R: Yeah
426. CO: Cos I do feel like I'm getting an *incredible* amount of stuff done now
427. R: Yeah, so it's made an impact on you in that way then?
428. CO: Yeah, I feel really happy 'cos I'm getting everything done, I'm on top of things, I'm enjoying cooking and cleaning and gardening and, and you know and if he gives me something 'I need this doing,' I can just go and do it, I don't have to fit it around, I can just go do it, get it done (1)
429. And it's really helped us, establish that that's what my role is gonna be
430. R: Okay, yeah yeah
431. CO: And we've had lots of chats about it and he's obviously, he's working hard and he's stressed a little bit at work and so having me coming home and being happy and positive is actually helping *him*
432. R: Yeah
433. CO: You know when he gets home, he doesn't want to hear me 'oh it's been hard today 'cos E's this and I've been trying to do that but haven't quite got, been worried about what I've been doing and not feeling satisfied (1)
434. It's like me being satisfied and relaxed, and thinking *this* is my job,

I'm gonna get this done, it's really helping us

435. R: Yeah, and what's helped you, 'cos you seem like you're really kind of *sure* about your role now?

436. CO: I don't actually know (1) I don't know how that happened, but (3) I've, I've erm (2) this is *really* hard 'cos

### **TP/Climax**

437. [A this point CO asks for the interview recording to be paused whilst she tells me about an issue she wants to keep confidential and about the valuable support around this]

### **Supported by others: feeling understood, accepted and learning to let go**

438. CO: Anyway, how I was feeling about the kids, the future of my children, how that was gonna pan out

R: [yeah

CO: I just thought like, you know I can't control their future, I can't control *that* (1)

439. *That's* gonna be what *that's* gonna be, and having talked to these people that, that *get* it, and there are a lot of similar situations they've been in

440. A lot of *their* children have got learning disabilities, it was *really* interesting

441. R: Really, yeah

442. CO: In fact D and E have been with me for the support group and *played* with their kids, who've also got, all sorts of, similar issues

443. R: Mm

444. CO: It was really surprising, and I just feel like I've got a group of friends now, who can support me and can make me feel like, do you know what, there's a big plan out there, you're not gonna be able to control it

R: [Mm

445. CO: So the best you can do, is get yourself in a positive place, so that when those children come home from school, you'll be what they need, which is a happy supportive mum (1)

446. And the kids are just, I cannot tell you in the last few months, the

kids

447. D over the summer holidays whilst I was bedding in with this understanding, was *really* getting *down* with me.
448. He was like, oh [sighs], everything I said to him he was like, huffing and shrugging his shoulders like 'oh mum', 'oh' this, 'oh' the other, and we were like battling (1)
449. And now, I don't know what has happened but I've just let go of the reins a little bit, not disciplining, I still discipline, but I'm not (1) I'm handling them in a different way, in a way that's more understanding
- R: [Mm
450. CO: And I'm getting better behaviour, I'm getting D come up to me and saying 'I love you mummy'
451. R: Really interesting
452. CO: And 'you're the best', and things like that
453. R: Oh, that must be so nice to hear
454. CO: It really is and I just think that I have let go of, a lot of the worries, and instead I've been thinking do you know what, it'll all be alright in the future, it's all gonna work out (1) I can't control it, so the best thing I can do is p- react positively to situations
455. R: Yeah yeah
456. CO: or try (1) and if I'm not reacting positively, accept that, some things I can't change
457. R: Yeah
458. CO: And just, and try and act differently than I would've done previously, and it's *really* affecting D and E
459. R: Yeah, that's really interesting
460. CO: And in stressful situations like this morning when the kids when E was about to go, I've taken a step back and instead of getting *mad* 'cos she's upset, which I would've done previously with D and gone 'aargh' [facial expression] like *that*, I've gone, 'do you know what, let's get you *un*-upset'
461. R: Yeah
462. CO: And that's the difference
463. R: Mm, you seem relaxed, yeah. That's really interesting

464. CO: [That really, I know it's difficult because not everybody's gonna go and get friends that support them, but I think there are a lot of people out there that are going through a similar situation and sometimes just by, talking to parents who've also got children, as I've managed to do with D and E
465. I've found friends, like my friend S with H [friend's daughter], who I can talk to and who are also feeling things, and that then helps you with your kids
- R: [Yeah
- CO: 'cos you see your kids from a more positive place, rather than being on your own and thinking everybody else's kids are perfect
466. R: That feeling, yeah
467. You *think*, you *think* (1) they're not *really*
468. You've actually got people that go 'do you know what, I worry about what High School my kid's gonna go to, *how's* he gonna cope at High School
469. R: Yeah
470. CO: There's somebody else there
471. So, and also, weirdly (1) one of the things that's happened in my er support group is that, I've been having a lot of conversations with S[friend] about high school and how her son who's got Autism is gonna cope at high school
- R: [Mm
472. CO: And I've expressed to her that *I've* been worried about D (47:23)
- R: [Mm
473. CO: and how his speech is gonna, is it gonna improve by the time he gets to high school, is his education gonna've improved?
474. Sorry, his learning, not his education his learning (1)
475. And then at my support group one of the mums, last week, was like saying her son, and this wasn't *during* the thing, it was before, just chitchat, 'cos I said 'oh how did you get on at school and everything'
476. And she said do you know what, her son, who she's really worried about starting high school, has found that there's a group, like a a



room he can go to at break time so he doesn't have to hang out with the, melay in the playground

477. He actually can go to this room and have a quiet time with other children that have got learning difficulties [questioning tone]

478. R: Yeah

479. CO: and she said 'I didn't want him to go to this school, I thought it was gonna be a nightmare,' and he's come back and gone 'I love it (1) I've got my mates on a lunchtime now, I just go to that room and hang out with my friends with the learning disabilities'

480. And she's like it's like 'I thought it was gonna be a nightmare and it's *actually* turned out (1) fine

481. R: Yeah, nice to hear that then?

482. CO: *Yeah*, and again, hearing that (1) I I can't wait to see S [friend] now and go 'ooh one of my other mates has said that her son's started school and it's ended up being a real positive, 'cos he's got this room to go to'

483. And then she can go and check and see whether maybe her high school has a similar room that he can go to'

484. So it's things like that, that you know, maybe just talking to other parents really helps

485. R: Yeah, yeah (2)

486. Right well I think, er, the other thing you talked about last time was speech and language, 'cos you were worried about the sort of support E was going to have

**SALT: Coming to terms with school doing their best**

487. CO: Yeah, and again, I've come to terms with the fact that they're just gonna do the best they can at school

488. R: Mmm

489. CO: Er me, they always said to me, or some people said to me it's like you've got to shout really loud to get what you want, but I don't think I *do* at that school

R: [Mm

490. CO: I think me, participating in things at school, me being interested in talking to the teachers and having that relationship is

*enough*

491. I think shouting isn't actually gonna do me any good because they're trying the best they can anyway, and I know they are 'cos I can see it (2)

492. For example I was worried wasn't I about the Rebus reading and D and whether that would be continued now that Mrs P had gone, into Reception class?

493. Well they've got him on the Rebus books and he's coming home with books that make sense to him

494. R: Yeah

495. CO: Instead of coming home like in year one with books that like I had to read to him

496. R: Mm do you feel like you've been heard?

497. CO: Yeah they've *done* it and and they've got the right book, I've checked, and they've got the right number books and they've continued from where he was and erm (1) I'm enjoying doing homework, they're giving me homework, and I'm doing it at D's level

498. R: Mmm

499. CO: So I'm doing what everyone else is doing, but maybe doing half of it and a smaller amount 'cos it takes him longer

500. So yeah I feel like the support he's getting, I was gonna have a meeting about speech, just to see what they're doing

**SALT at home: feeling happy with personal role and control**

501. But I've made a decision, as well that I'm happy with how it's going with my speech therapist, because I've got more control over it

502. R: Okay

503. CO: She's doing E one week and D the other.

504. And *that's* something I can tell you, E after doing two weeks at school, sat through a *full* hour with the speech therapist in the study with the door shut

505. R: Oh yeah

506. CO: Well, if you'd told me she'd gone into the study with somebody else with the door shut, I'd've been amazed and I could hear her

laughing and giggling and doing these games that the lady was doing

507. R: Yeah

508. CO: and when she came out she was well chuffed.

509. So, she's doing alternate weekends now, so I feel like (1) you know I've made that happen, *I'm* in control of it.

510. A [speech therapist] gives me homework to do and I do school homework after breakfast (1) and speech therapy after tea or the other way round and just do a little bit speech therapy every day, for both of them

R: [Mm

CO: 'cos E's is combined with her flashcards and everything really, I combine the two

511. R: Yeah

512. CO: And D has it separated, school work, after or before and erm homework, and for *me*, I know that's working [questioning tone]

513. R: Yeah

514. CO: And I'm not going to worry about, not getting speech therapy for D and just go through that, upheaval at school, when I think they're doing a good enough job as it is

515. R: Yeah, good to know, yeah (2)

516. So, if you just want to look at these [sharing NIG], as part of your story, do you think any of those are important for you to talk more about, so: skills, role, processes, teaching & learning, relationships? [pointing at NIG]

### **Developing skills: Combining speech therapy with school work**

517. CO: Yeah, for example [referring to 'skills'] the speech therapist is showing me how to combine speech therapy with what school are asking me to do

518. So she's saying 'do you know what, she's a young child, you don't want to be bombarding her, and doing all these flashcards, you want to be giving her more visual sensory (1) layers on top of those flashcards

519. CO: She said to me those flashcards are like trying get E to learn

Chinese, what we wanna do is get E to say the sounds, draw the sounds, hold the, picture of the, you know the Jolly Phonics

R: [Mmm

520. CO: which is what the speech therapist uses, and do the movements, you know like you can do the 'c c c' [doing action] can't you and 's' for a snake [doing snake action]?

521. So so, she's saying 'let's do *all* of it, and then that'll give lots of layers to her learning, which is gonna go in better for E, if you do the flashcards they've given you at school plus the actions and the sounds and show her *my* cards, which are more visual, then that's gonna help it go in'

522. R: [Aha

523. CO: So that's a new skill, it's let's just, instead of showing E these, words, which she's got *no* clue about, still can't get her to learn them, and the flashcard letters, let's get her to do the whole thing together

524. So that's a new skill that's really worked

525. R: Yeah

526. CO: She was crying about the flashcards, and like 'I don't wanna do them' on a morning, or after tea, but once I brought in, you know 'let's see if you can match up the flashcard with the speech and language cards, and let's do the action,' she joined in

527. So that was a good thing to combine

528. R: Yeah (2) right, okay so if you were reflecting back on your experience of transition so far, erm, how would you describe it?

### **Transition as positive, surprising and as breakthrough**

529. CO: Erm, really positive and really surprising

530. R: Surprising?

531. CO: Yeah, *really* surprising, especially with how E's reacted to things

532. R: Yeah

533. CO: I'm *really* happy

534. R: Yeah, and for you, if you were to reflect back and sum up, for *you* what's it been like, what would you say?

535. CO: Erm, I think breakthrough is the word I would use, we've had a *lot* of breakthroughs

536. R: [Mmm, you used that word last time didn't you?

537. CO: Yeah

538. R: I remember that, yeah

539. CO: Yeah, so at home, at school, in my relationship with the kids, in my, in my way of looking at things, in every element we've had like a massive step forward

540. R: Yeah

541. CO: And I can see it happening with E, like she's *now*, because she's been given opportunities to try things, *she's* had some breakthroughs as well

542. R: Yeah yeah

543. CO: So yeah, and she's *certainly* not worrying, you know about the future, and that's what I look at and I think well she's not worrying about the future, why am I worrying about it?

R: [Yeah

CO: 'cos she goes to school and thinks this is great

544. She doesn't care about year two, like D's in now when it might get harder does she?

545. So, she's just thinking about the now, so I just want her to enjoy that, so *I* should enjoy it too, while it's happening

546. R: Yeah, and if you were going to say what had enabled that, what would it be?

**Support through others: talking, 'not keeping it in'**

547. CO: Er (3) I think that has come from support, from other people, and talking about it, not keeping it in

548. R: Okay, yeah

549. CO: I think the more you talk to people like you, or people from the support group, or people, like S [friend] (1) and and even my husband, he's 'cos what I'm saying's positive, he's enjoying talking about the kids a lot more

550. R: Oh yeah

551. CO: Whereas it used to be worries and concerns, it's now 'wow,

you should see this,' or, 'that's difficult'

552. R: [Mm

553. CO: He's even expressed concern about playtime and I've reassured him and gone 'look, there's no point worrying,' you know what I mean

554. R: Yeah

555. CO: Things have changed, because of having conversations and sorting my own head out I think

556. R: Yeah, yeah

557. Yeah, and I'm really interested, it's really interesting to know what you feel's helped to support

### **Support through 'second time round'**

558. CO: Yeah, I think it could be a little bit second-time round [questioning]

559. R: Yeah

560. CO: 'Cos if you remember the first time it wasn't so, it was positive but it wasn't so positive

561. So I think if people could almost be prepared like I was

562. R: Mm

563. CO: If they're going through it the first time, it'd be helpful to know what works, when you're going through that awful first time feeling

564. R: Right, yeah

565. CO: because obviously the second time, when you've learnt your lessons, you actually enjoy it

566. R: Yeah

567. CO: But it's hard to prepare them isn't it because I suppose everybody's experience is different

### **Nothing would have been better**

568. R: Yeah, that's an interesting observation (2)

Yeah, so anything you think that could have been different or better?

569. CO: Erm (3) no (1) I don't think anything really could have been better 'cos obviously it's worked out really well

570. R: Yeah, okay, and er, just a last question then, in terms of

participating in the research project, what's that been like for you?

**Participating in research: power of sharing voice, reflecting and hearing daughter's views**

571. CO: Yeah, that's been really useful, that for me talking to you, that's been kind of making me analyse it a bit more [questioning]

572. Like the journals has made me, one of the things interestingly that my support group encouraged is, writing things down

573. R: Oh right, yeah

574. CO: to help *you* sort of get it out, if you've not got anybody to talk to, so the journal has been really positive

575. And then you almost coming with that computer, you know like you gave me the print out of what you did with E that day

576. R: Oh yes

577. CO: And *that* was really interesting when I read back through that, because for somebody who had like a speech problem I have *never* seen her tell somebody so much, without saying anything [laughing], do you know what I mean?

578. R: Yeah

579. CO: She was quiet but she did talk to you didn't she?

580. R: Yes

581. CO: I mean you are literally the only person who's ever come in the house, and we had a lot of people come to the house, when she was in that child development team, but she's *never* communicated with anybody before, she's always just sat next to me

582. Even on the home visit from Miss S, she didn't budge, she wouldn't talk, but when you came that day she just got involved didn't she?

583. Because, she was proud to show you her pictures wasn't she, she was proud to like go on the computer and, give you *her* assessment, which was a first, so I think for me, for a child who, we weren't getting a lot *from* in terms of how is she feeling, we knew how she felt

584. R: Yeah

585. CO: So that really made *me*, feel positive about starting, 'cos I knew that she'd told you she was excited

<p>586. R: Yes, yes she did</p> <p>587. CO: And she'd never told me that</p> <p>588. R: Yeah, yeah</p> <p>589. CO: I knew she liked the uniform, but she hadn't told me she was excited about starting so for me that little gem, sort of stuck with me through the holidays, I thought well I know you're excited</p> <p>590. So, that's really a good thing I think</p> <p>591. R: Oh, yeah yeah</p> <p>592. So, anything else that you want to add or?</p> <p>593. CO: [No, no not really [laughing], sorry to drone on, now you'll have to type it all out</p> <p>594. R: No no, that was lovely, thank you, and so interesting</p>	
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## Appendix WT7: Kate's July interview (SS, Reception Teacher) - Working Transcript

Transcript	Notes
<p>1. R: Reads intro script ... So, where would that point begin for you?  <b>Long term planning for transition: 'such a big thing', 'takes so many weeks'</b></p> <p>2. SS: I think, I st- well, I <i>initially</i> start thinking about it when I'm doing my long term <i>plans</i>, so I'm always thinking about transition before because I'm thinking about when to <i>plan</i> it in for</p> <p>3. R: Oh okay yeah, so when's that then?</p> <p>4. SS: [So, <i>Summer</i>, so during the summer holidays when I'm doing my long term <i>planning</i>, then I'm thinking about next half term</p> <p>5. R: [Oh okay right, the <i>previous</i> summer?</p> <p>6. SS:[Yeah so I'm already thinking now about, not this year's transition, but <i>next</i> year's, so just thinking of what you need to plan in, where you need to start planning things, who you need to release for certain things, erm, so it is kind of like it's <i>always</i> at the back of your mind  R: [Right</p> <p>7. SS: You're always thinking about, well you know <i>that</i> half term's going to be taking up transitions so I need to do stuff earlier and, so it's always kinda there 'cos it is such a big thing in Reception, it takes up so many weeks  R: [Right, yeah</p> <p>8. SS: So then obviously you <i>really</i> start to start <i>focussing in</i> on it, sort of, this last half term, 'cos that's when you're doing all your activities and that, and getting them planned and planned in  R:[Yeah</p> <p>9. R: So for E specifically, where would you think that started for you then?  <b>Planning for E's transition: making links with family and staff</b></p> <p>10. SS: Well obviously I didn't <i>know</i>, we didn't until the place got accepted, so that was (1) right at the beginning of this half term  R:[Oh okay</p>	

<p>11. SS:[‘Cos that’s when you know the place has been accepted, so I <i>knew</i> then that we had someone coming with SEN, so that’s when I really started to think ‘right okay what things need to go in place? How many more visits do we need to get in’ and I can start chatting to Mum R: [Yeah</p> <p>12. SS: That’s when I started talking to Mrs P [teaching assistant] more about what kind of things she does with <i>D</i> [E’s brother]</p> <p>13. R: Oh, alright, yeah</p> <p>14. SS: So (1) that was when she really came into mind R: [Yeah yeah</p> <p>15. R: Is there anything else that you want to tell me from your journal? [pointing to journal]</p> <p>16. SS: I’ve just written down, the transition points that we’ve had</p> <p>17. R: Okay, yeah</p> <p><b>Staff in Reception class: ‘so we’ve got two teaching assistants and then K is the one to one support’</b></p> <p>18. SS: So, I started with the home visit</p> <p>19. R: Right, yeah</p> <p>20. SS: [So it was me and R [other TA] that went to the home visit. I wrote down who’s everyone’s initials were just in case</p> <p>21. R: Ohh is R erm your teaching assistant?</p> <p>22. SS: The teaching assistant yeah</p> <p>23. R: So in your Reception class there’ll be you, the teaching assistant plus</p> <p>24. SS:[There’s two teaching assistants and then K, erm, Mrs P</p> <p>25. R: Is Mrs P the other</p> <p>26. SS:[She’s the one to one</p> <p>27. R:Oh right okay, so you have quite a few yeah</p> <p>28. SS: Yeah so we’ve got two teaching assistants and then Mrs P is the one to one support</p> <p>29. R:[Oh okay right yeah</p> <p>30. SS: So it’s a good, good mixture of adults, yeah</p> <p><b>Home visit: Talking to mum, sharing books – but ‘I don’t think I got</b></p>	
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**to see a good picture of her needs then'**

31. SS: So we went to go visit E

32. Erm (1) so it was just Mum and E there, but she was, mum says she wasn't feeling very well

R:[Oh okay

33. SS: So she was feeling quite shy and we didn't really get her to, we didn't get, 'cos she wasn't feeling very well she was more clingy to mum and she wasn't happy to share anything

R:[Mmm

34. SS: And so we didn't really get to hear her speak or, I don't think I got to see a good picture of her needs then

35. R: Okay then, so I mean what kind of happened at the visit?

36. SS: So we go in and there was just, well her mum was talking a lot about her dog and erm, those kind of things, so er, me and mum were obviously talking and E was kind of just *there*

R: [Mmm

37. SS: I think we were just trying to make it all feel like relaxed, and we bring a book of pictures of the classroom

38. R: Okay yeah, and was she interested in that?

39. SS: [Yeah, she liked looking at that

40. She was kind of looking at them and she was running her fingers over them, erm, so you could see she was really trying to take in each little bit, erm, so there was like different trips that we go on, different parts of the classroom, different activities we do and there's all the adults in there

41. Then, erm, and she did start to settle a little bit and I think she was kind of mouthing to mum that she wanted marshmallows and that settled mum down then 'cos she was quite happy just, so we carried on talking with mum

R:[Mmm

42. SS: And then um, (2) I saw a pile of books and that's when you know, I try and bring her in, so I was like 'oh can you show me your favourite book?', then she was showing her favourite pages. There was still no (1) no *verbal* communication, she wasn't *trying* to say anything to us, or

R:[Yeah

43. SS: It was all just very physical and me asking questions and her nodding or shaking her head and you know trying to give her two options, those kind of questions

44. R: Mmm

45. SS: And, so she went and got us her favourite book and she drew us a picture and erm we asked what her favourite colours were and she was able to show us her favourite pencils

R: [Mmm

46. SS: Erm and that was the home visit really

47. It was only *twenty* minutes so, erm, I didn't really feel like I fully got to see *much* of her then 'cos she was so shy and she was laying down on the sofa a bit and you could see she was feeling a bit sleepy so we left

48. You just think, you know, you don't wanna, make her feel uneasy or uncomfortable so

**Home visit positives: an opportunity to build familiarity that supports later school visit**

49. R: No, no, and were there positives of that meeting?

50. SS: I think it was really good for mum to be able to speak quite openly

51. Erm and then she'll see that we've got a positive relationship with mum as well which will hopefully make her *feel* more relaxed, and then, because we took quite a few pictures and that, when she came in for her *school* visit, she was quite upset, so we were able to say 'oh remember when you showed us your dog?'

R:[Oh

52. SS: Or 'remember when you showed me your favourite book?'

R: [Yeah, yeah

53. SS: And 'shall we take a look at some pictures that we took? Remember that drawing that you did?'

R: [Yeah

54. SS: So she settled really quickly then

55. R: Oh that's nice, yeah

**The school visit: Getting to know Evie, giving comfort and building relationships**

56. SS: So then when she came, so her school visit was the week after, erm, what did I put here [looking at journal], so E came with 10 other children to visit

57. She was quite upset about leaving mum

R: [Mm

58. SS: So Mrs P just picked her up and then she was just hugging Mrs P for quite a while, just sort of sat on her knee, erm, but E *still* didn't really speak on her visit which, I think we, we completely understand now that it probably will just take her a while, erm, but she really engaged in all the areas though

59. R: Oh, so what did she do? Do you remember?

60. SS: She spent a lot of the time with the playdough, she spent loads of time with playdough, and there was quite a big group of girls there as well so she really integrated herself with them

R: [Oh right

61. SS: Erm, she was really happy to just play alongside those girls and they were passing each other things and, erm, you know she was pointing to things and they were giving her them

62. R: Okay, yeah

63. SS: So there was that level of communication there

64. Erm (2) but she did spend a lot of time with Mrs P, like loads of time with Mrs P, erm

65. I think she realised that you know I'm going to be, you know she kind of clocked that I'm going to be working with you

66. R: Mm, does she know her already then, does she know Mrs P?

67. SS: Just from, she works with D

68. R: Oh from D, yeah

69. SS: [Yeah, so I think she, I think D's obviously maybe spoken about her or something

70. Erm, and then, what else was she doing? She was painting

71. She did quite a lot of, everything, *everything* she did seemed to be very sensory play

72. You know, she didn't really go outside or do anything or, it was all

kind of hands in the paint or the playdough, erm

73. R: That's what I noticed as well when I, when I went

74. SS: Yeah, everything was very hands on and tactile (1) erm, but then when it came to fruit and milk she was quite hesitant at first

75. I think she got a little bit teary then, so she had some water and then, erm (2) I sort of made a bit of a fuss her, I went 'oh why don't you come sit with *me*?' you know, 'we can have our fruit together' and then she was like 'okay' you know [excited face]

76. R: [laughs]

77. SS: So that's when she decided, she wouldn't choose any fruit before you know, she was like, she was really like 'no,' but her mum said that she can get, cause she can dribble her food sometimes, she doesn't like *eating* in front of people

78. R: Oh right

79. SS: Something along those lines, I can't quite remember what she said, but um (1) so then we just kind of sat down and did it together and she was like really happy and we put something on the *whiteboard* and she was sort of laughing along with it, erm (1) and then, since then when she's been going past to pick D up, she kind of sticks her head in the shutters

80. R: [Ah, does she?

81. SS: And she's been, I think, I think she kind of like pretends to be shy because she'll kind of go behind her mum and then peek out

R: [laughs]

82. SS: Um, so she does seem a lot more confident with us now, and I think she will settle quite quickly, which I'm quite happy about

83. R: Yeah yeah

**Visit to E's nursery: Gaining information, making connections, building E's confidence**

84. SS: Erm, 'cos then when we went to go visit her nursery, she was kind of (1) sort of, you know, kind of got a bit (1) [facial expression] you know when she saw us, looking up and seeing what we were doing, who we were talking to

85. R: Oh did she?

86. SS: Yeah she really *noticed* that we were *there*
87. R: Mm, I had a chat with her nursery teacher, and I think it was just *before* you were going in, so I'm really interested in how that went
88. SS: Yeah it was lovely 'cos she said you'd been in the day before (1)
89. Erm, so we just went in and we sort of just sort of went straight to her, 'cos we didn't want her to like, you know see us talking, so we just went *straight* to her and had a chat straight away and erm, nursery said she'd started becoming a little bit withdrawn, maybe knowing that there's changes going on
90. R: Yeah they were wondering yeah
91. SS: [Yeah erm, but she, / didn't see that, but maybe she was just excited to see different faces that she knew there
92. R: Mm, so, so she was quite excited to see you there?
93. SS: [Yeah she was, she was kind of (1) and erm, then when I went and I was talking to the class teacher, she was kind of hovering around us and like you know, sort of stood there, you know just watching us
94. Erm, and I asked the class teacher you know like 'is it *usual* for her to just like wander around?' and she was like '*no*,' so you know she was obviously just trying to listen to what we were talking about
95. R: Oh, okay
96. SS: Erm (2) yeah so she was just drawing pictures
97. She kept doing 'E's' everywhere. She wrote one in *here* (1) [searching journal], she kept writing them *everywhere*
98. R: [laughs] Showing you what she can do?
99. SS: [Yeah, that's her name, 'E' for E we were trying to say, erm
100. Yeah, and then she was drawing pictures of her dog and then Mrs P was saying 'what was your dog called, I can't remember' and she wrote there [pointing to journal], 'E said her puppy was M' so she must have said, her puppy was M, so she must have told her *name*
101. R: Ohh, yeah
102. SS: Erm, and then Mrs P said, 'shall we write E. Shall we make it big or little?' and E said '*little*'
- R: [Mm

103. SS: So she's obviously said some things to Mrs P then which I was *really* happy about 'cos she just hadn't spoke *at all*

R:[Yeah

104. SS: Erm, so Mrs P spent quite a lot of time with her then, so she took her away and was writing and drawing and she was showing her the classroom and things like that, erm

**KP: Observing E within different contexts: responding reflectively**

105. But she did, she did, I can see what they meant, she wasn't as lively as she was in the classroom when she came *here*

R: [Mm

106. SS: Erm, she was a little bit more, I don't *know*, I guess you *would* say withdrawn

107. She was, you know a little bit *in* herself

108. R: Yeah yeah, so it must have been interesting to see her in the two, contexts?

109. SS: Yeah, *definitely* yeah, 'cos in the classroom, she must have been really excited, you know with all the new things and, she was quite *animated* and you know and *laughing*

110. R: Was she?

111. SS: Erm, you know sort of like putting her head back to laugh and that, but then in the nursery, she must have been *shy* you know having those two teachers there and stuff but it was quite different seeing her that way

112. R:Yeah

**Seeing the *person*: feeling calm about transition**

113. SS: Erm, and then I was doing some things with her, so her mum told me her favourite colours and so we were playing lego and erm, I was saying 'oh what's your favourite colour?' and she pointed to the colours of the lego so she took out all those pieces of lego, so *all* the red and *all* the yellow and was making patterns with them

114. It was nice to have that one on one time with her because you can see the way, you know she touches your hand and you know she's quite happy with all that physical *contact*, so, I do feel like she'll



settle really well when she comes in

115. R: [Yeah, yeah

116. SS: I do, I feel quite calm about it now so

117. R: Yeah, oh so that's interesting, so I'm thinking about how *you*,  
how *you* feel

118. So do you feel the visits have helped *you* in that way then?

119. SS: [Yeah absolutely, 'cos when you, I don't know, when you, you  
just see on *paper* someone's needs, you can sometimes think 'oh  
there's a lot to put in *place*' and there *is*, but you know you're not  
quite sure what to expect and as soon as you have those *visits*  
and you talk to Mum and you talk to the one-to-one at nursery, it  
does just make you feel like 'yeah, that's fine. I know I'm going to  
be able to, she'll settle really well'

120. Yeah, and they'll all fit in quite nicely with the classroom routine (1)  
'Cos she is so lovely, she's just so, has a real calmness when  
she's around like

121. R: Ah (2)

122. Okay, and so, did you want to tell me about this? [pointing to  
journal entry] [Kate has written 'Makaton' in her journal]  
[communication aid]

### **Supporting communication**

123. SS: The Makaton, I don't, I think she's got, she *knows* how to  
communicate and she *knows* what she wants to get across and  
she *knows* how to do it

R: [Mmm

124. SS: Erm, so the Makaton, I think, yeah, it maybe would help, but I  
think because she's *trying* and she's really, you know she's getting  
all her own things in place and, she knows what she wants to say  
and she's pointing and you know using verbal, you know like trying  
to say the odd sound, then she'll use a visual cue as well like, I  
think she's got her own ways of communicating. I think (2) I don't  
know, I think because she's trying *so hard*, giving her something  
else, I think she might struggle with it

R: [Mm

125. SS: I don't know her that well enough yet but

126. R: Yeah

127. SS: Yeah, and it'd be something I'd be completely willing to learn and do, so I mean I know that *Mrs P* would as well so

128. But erm, I just think she's, you can see how much she *wants* to communicate and she *wants* to tell you things and she's got all her own ways of doing it and she knows 'oh, they might not understand that so I'll point as well' you know

129. R: Ah yeah

130. SS: So yeah she's got quite a good understanding

131. Yeah, yeah, but Mum did say she gets quite frustrated when you don't understand, but that's when we went into those two option things you know, 'is it *this*, or is it *that*?'

R: [Mm

132. SS: 'Do you want a *tomato* or an orange?' And she said 'no', 'okay, do you want an orange or a *banana*?', 'no' (1) So, there's ways of, that she *knows* that, I don't know, I just thought she was brilliant at trying to make us understand

133. R: Mmm yeah (1). Is there anything else from your journal?

#### **Targets from nursery and learning with others**

134. SS: No, that was what we got down, so the only other thing was erm [looking at journal] (1)

135. oh yeah, so we got her targets, so we've taken her targets and we're gonna carry on with those so

136. So just the two targets from her IEP, to share games and messy play

137. R: So you're taking that from her targets she had in nursery?

138. SS: Yeah, so we'll just start those to start with her and see how she, really integrates with them and then move onto our own targets

139. R: *Right*, okay

140. SS: ['Cos I think the communication will be a really big, 'cos the class as a whole as well, is going to need a *lot* of communication, language input

141. Erm (1) so I think she'll really benefit from that 'cos there's some

- other children with, you know that don't communicate as well either
142. R: So yeah, the context then?
143. SS:[Yeah definitely, 'cos I think they'll be able to help each other as well
144. So when she sees you know there's other children that need that support as well, I think it can make them quite comfortable
145. 'Cos I don't know if she's in a class where everyone's talking and they're all playing together and stuff she could probably, maybe recognise that, but if there's, like *our* class there'll be some other children that aren't, communicating with each other, hopefully it will make her feel quite comfortable
146. R: [Yeah, yeah. I wonder how, how that'll be for Mum?
147. SS: Yeah actually, yeah it would be quite, 'cos I wonder how *those* children communicate *together* as well, so it might be quite nice for mum to see how she communicates with other children that aren't talking to *her* so
148. R: Yeah, yeah, mmm
149. SS: That'll be quite interesting
150. R: (2) So, would it be helpful for me to ask you a few of these questions, or is there anything else?
151. I want you to be able to say what you want to say, you know
152. SS: No, no
153. R: Okay, so you've told me about planning and then the different visits, so far, but is there anything else that you might want to add to that?
- Processes that support familiarity, keeping contact**
154. SS: Hmm, I think the only thing is, we've really tried to make it quite clear to mum that anytime she's passing and wants to come in, just to come in, you know just to get her familiar with the setting and just to get her familiar with *us*, which she *has* been doing, you know like just popping her head in and just coming into the outdoor area, 'cos I stand there and see all the children out, so she'll just come in and, say hello and those kind of things, so
- R: [Oh yeah, yeah.
155. SS: Yeah, just to try and keep that, you know that, 'cos it's *six*

weeks it's a long time, so trying to keep that contact as much as you can in these next few weeks

156. R: Yeah, now that's interesting, in terms of, erm, that *gap*, that six week gap, are there any things that you suggest for parents for example during that six weeks?

#### **Holiday tasks and keeping contact**

157. SS: Well we give them the book bags, so they have their book bags

158. Then there's like things, so we ask them, they've got a reading record, so anything that they maybe read together so maybe mum reads her a book and there's like flash cards and just that constant, like you know

159. Like well we often say can we have the book bags out somewhere they can see, you know so they *know* that they're going to school, so it isn't just like a one off visit

160. R: So you set that up before the holiday?

#### **Parents' meeting: giving information and making connections**

161. SS: Yeah we did that, there was a new parents' meeting that we do, erm, and it's just sort of like a presentation night for parents to come and we all give, [the headteacher] gives a bit of an input and I give a bit of an input, and that's when we give them, there's the initial sound flash cards, that's the 'SATPIN' cards

R: [Oh yeah

162. SS: Erm, there's a reading record and a book bag and they get like a tie and a school badge

R: [Mmm

163. SS: Erm, and there's loads of information for parents but we do like to say you know like encourage children to start looking at it

164. And just so they *know* that 'I'm going to be using this', you know to keep it in their minds like 'that's that, I *am* going to school, that's going to be *my* school bag'

R: [Yeah

165. SS: You know just that *little* visual representation so it's always there and kept in the back of their mind you know like 'I *am* going

to school'

166. R: Aha, yeah

167. SS: So, it's not like a *big* thing but, like drip-feeding

168. R: Mmm (1) Erm, right okay, so, are there any, specific skills that you feel are important for starting school? Erm, how do you feel about that, what are your thoughts?

**Personal, social and emotional skills**

169. SS: I do think there are but they're more like personal social emotional skills

170. R: Okay

171. SS: So I think just being comfortable, like, I think something a lot of children struggle with which is kind of, necessary is being in quite close contact with children, 'cos you get some children that are so hands on and you know, tactile

172. The carpet's quite a small space and you've got 30 children all sat there, and I think some children struggle with that but (2) I initially thought she might have struggled with that (1) but now I've seen her, she did struggle to come sit on the carpet at first, and there was a lot of like, you know taking her by the hand and 'come and sit on my knee and then we'll sit on the carpet together and then *you* can sit there'

R:[Mm

173. SS: But, which I don't think has got anything to do with anything I've heard at first but, I think that's it really, I think the other skills just kind of all display in all of them so

174. R:M-mm

175. SS: Things like toileting, sometimes (1) they're good to know, because obviously the toilets are there and I think some children we've had in the past have become quite conscious of the fact they're having help going to the toilet and things like that

176. R:Okay, yeah

177. SS: Er, which leads to you know kind of accidents and, but you know right now, I'm quite happy with all things that she's, I think she's school-ready

**School-ready**

<p>178. R: Yeah, that that phrase 'school ready', what do you think that describes for you? That's kind of what I'm asking</p> <p>179. SS: Yeah, I just kind of feel like it's ready to <i>learn</i> isn't it, ready to take things on</p> <p>180. Like ready to accept challenges and ready to cooperate with others, which I do really think she's displaying, so</p> <p>181. It's more about, it's the personal social and emotional, it really is</p> <p>182. Yeah, I <i>do</i> think that, and I do think she shows that, 'cos even little things that I've done with her like, you know like, the pieces of Lego, like she's ready to accept things from you, you know like she's <i>taking</i> things from you like 'you're going to show me what to do' sort of thing</p> <p>183. R: Yeah, yeah</p> <p>184. SS: So, and I do think she's displaying that in her own way 'cos obviously there's not the asking questions and that but, she is showing that, interest towards</p> <p>185. R: Yeah, oh that's really interesting yeah.</p> <p>186. So, are there any er skills you think you and other professionals in reception might need, for that, that starting school time?</p> <p><b>Professionals skills during transition: responsiveness, adaptability</b></p> <p>187. SS: I think it all comes in that transition, doesn't it?</p> <p>188. So, I think just being as animated as you can [laughs] and, just being as welcoming as you can</p> <p>189. R: Welcoming, yeah</p> <p>190. SS: They're <i>all</i> so different and I think the different times that I've seen E she's shown different things, so I've had to adapt differently. So on her <i>home</i> visit obviously taking a big step back and just showing that, I am a safe person and Mum's going to show you that</p> <p>R:[Mmm</p> <p>191. SS: So me and mum are gonna be really warm to each other which shows that it's okay for <i>you</i> to do that when she's come on her own visit</p> <p>192. It was all about letting her <i>explore</i> and then giving her that little</p>	
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push when she *needed* it

193. So it's just like adapting like trying to read the situation and where she's at confidence wise

194. R: Yeah, so do you mean adaptability and relationships, is that what

195. SS: [Yeah, definitely.

196. So showing that, you know me and mum are 'look how friendly we're being so it's okay this' and being with the teacher and you know sort of, I was ignoring the teacher and going straight to *her* when I first came in you know just showing her that, you know we're here to help and make everything **warm and welcoming** for her, 'cos I do think she needs that little bit of security

R:[Yeah, yeah

197. SS: And just letting *her* make the first move as well sometimes

198. R: Oh right

199. SS: You know like when she was like touching a hand and stuff, things like that

200. R: Yeah, yeah that's interesting, so that's important for you that E is *initiating*?

201. SS: Yeah definitely, so obviously I was initiating the conversation and things, because I went over to her, but then letting *her* lead that so, and if *she* started writing her name, so I was like 'oh an 'E' for E' and then we were trying to write the rest and, so just going off her, her vibes

202. R: Yeah, yeah

203. Er, so we've talked about relationships haven't we? Erm, so I suppose it's your developing relationship with E which we've kind of covered really, and the family as well. Is there anything else you feel like you'd like to add or do you think that's covered?

204. SS: No, I think that's all, yeah

205. R: And with other professionals, how do you feel that works at this sort of time?

**Working with professionals, seeing context, but keeping E central**

206. SS: I think at this stage its [SENCO] that does a lot of that, other professionals, so I think I try and concentrate a lot on *E* and then

<p>there's Mrs P who I've obviously been working with and, erm</p> <p>207. 'Cos Mrs P, she just knows so much, erm and then obviously her work with D, they've got similar needs, so (1)</p> <p>208. Erm, the only other professionals we've worked with really is WNursery staff, so you know just <i>chatting</i> to <i>them</i> and going through her file and seeing what she's done and what things she's had in place</p> <p>209. Erm, Mrs P talked lots to her one on one</p> <p>210. I didn't get much chance to talk to her, but erm, [the SENCO]'s done all the other sort of, <i>formal</i> stuff [laughs]</p> <p>211. R: Yeah, yeah, how was that meeting for you, when you went to W Nursery, you know talking to other professionals?</p> <p>212. SS: Yeah, I guess it was just nice to see how, relaxed the class teacher was and she was really confident about her transition as well so, just to get that <i>feel</i> is quite nice, because I sometimes think what some settings have in place, so what <i>she</i> has in place might be very <i>different</i> to what a <i>school</i> needs to have in place, so it was nice to see what she's had in the past and, getting those objectives you know that she's been working towards was good</p> <p>R:[Yeah, yeah</p> <p>213. SS: Yeah 'cos that can help as well so (1) seeing that we do the same things in school just like those initial stages, if she's got any worries so (1) yeah I guess, I guess it <i>is</i> helpful in that way, but you just get a lot out of seeing her in her own environment so, that's what I find the most important</p> <p>214. It is nice to have that dialogue, but you get everything you need from the transition report as well</p> <p>215. R: Mmm, yeah</p> <p>216. SS: Erm, the thing I did find the most useful was to see her own file</p> <p>217. You know you see how they put things together for her, erm, 'cos we don't, I wouldn't have had an opportunity to see that 'cos it doesn't come <i>with</i> her</p> <p>218. R:Okay</p>	
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219. SS: So, erm, just to see those objectives and *how* they've met them, so the different activities they've done to get those, like things she's familiar with and that she *likes* doing, things that she responds *well* to, 'cos erm, the teacher there was saying that sometimes she can just say 'no,' and she just won't do it  
R:[Yeah, yeah
220. SS: So erm, things that she says 'no' to is good to know so obviously the things that we won't try or, things that we won't try *yet* you know maybe we'd try later on
221. R:Yeah
222. SS: So that bit was useful
223. R: And I suppose will you get information like I know she's had a erm, a speech and language assessment hasn't she?
224. SS: Yeah
225. R: Will that all get passed on?
226. SS: Yeah that'll all come to us yeah
- Thoughts on teaching and learning: 'it'll change so much'**
227. R: Erm, (1) so what are your thoughts about teaching and learning in reception class, so you know I suppose I'm thinking about, the sort of *pedagogy* really of reception class, what are your thoughts around that?
228. SS: That's a big one (1) Erm, particularly for *E*?
229. R: Yeah
230. SS: I think, I think it'll change so much, so like at the *moment* I'm kind of thinking very much just child initiated learning
231. I think, I think she *would* respond well with direct teaching, but I think it's very much going to be, sort of, putting things in the environment for her to self-initiate her own learning
232. Erm (2) because obviously it'll be, everything she's gonna have to do she's gonna have to [sigh], it's quite *hard* because if she's not going to *verbalise* things just yet it's all going to be putting things in place so she can, can like *show* me sort of thing so
233. R: Mm, a lot of thinking for you?
234. SS: Yeah, so obviously I've got to get the baseline done during the first few weeks, it's not going to be much direct teaching, so, I think

I'm going to focus a lot on communication and language, that way  
erm, so a lot of

235. Ooh this is a hard one, erm, you see it's hard to get that deep into  
it now

236. R: Mm, so maybe thinking quite generally, as in you know your  
expectations for reception year, and for Evie? (1)

237. SS: I think the peer work side is going to be very different, 'cos we  
do a lot of it, we do a lot of paired learning, so especially during the  
direct teaching time we'll pair children together, I normally do it by  
abilities so like with higher and lower ability children working  
together

238. R: Yeah, yeah

239. SS: But then I think, I think it is going to be a lot of her working in  
the environment, so maybe during those times I don't want to put  
her in a situation where she's gonna feel uncomfortable and I think  
it is going to be a bit like trial and error with that

240. R: [Right, yeah

241. SS: Seeing what she's comfortable with and what she isn't

242. I think there'll be times where she'll just be working with Mrs P  
maybe as well, but I don't want her to get that reliability on her you  
know

243. R: Mmm

244. SS: It's important for her to have that you know, really close bond  
but, you do want to try and encourage her to talk with other  
children, so communicating that balance

245. R: Balance

246. SS: Yeah but I think one thing that I think, *always* works well with  
communication language is a lot of role play as well

247. R: Okay yeah

248. SS: Erm, so the sort of learning to maybe encourage speaking  
would be things like role play 'cos her mum says she does enjoy  
that as well, so like dressing up and erm, those kinds of things I  
think will work quite well [laugh]

249. R: Yeah, erm, so what do you think has been most helpful in

supporting the transition so far?

**School visit as most helpful in supporting transition so far**

250. SS: I think the school visit was *brilliant* 'cos erm, it is alright seeing her at home when she's in an environment where she's really comfortable and then seeing her in nursery where she's grown to be more comfortable with, but you just want to see her where she's *going* to be

R[Yeah

251. SS: And how she accesses all that and you know kind of, getting an idea of what a typical day'll be like

252. R: So her school visit *here*

253. SS: *Yeah*, so her coming to *school* was just **invaluable** because it just, you know we saw her, she was quite happy to just access everything, so she wasn't sort of, she didn't look uncomfortable and she didn't seem like she wouldn't be able to do

254. R:[Mmm and being able to see that?

255. SS: Yeah definitely, 'cos it's alright people *telling* you it and you know 'this report says this' you know like *no*, I want to see her in my classroom, actually what I need to put in place for her, so I did feel quite comfortable that everything we had was completely accessible to her (1)

256. R: Mmm (1) so was that like a morning or how does it work?

257. SS: It's half 9 to half 11

258. R: Oh right yeah

259. SS: So they come in and they do, like 45 minutes and then we went out to break, so we saw her in the playground as well which was good

260. R:Oh, yeah

261. SS: And then, we come back in and we had fruit and milk which is like we normally would and everyone's got to sit on the carpet, and that's quite a quiet time you know, they need to understand that it's quiet and then you know, we went to the toilet, so we could see if they could all use the toilet and they know how to line up to go into the toilet and washing hands and then just back out to free flow so

262. R:Oh yeah that sounds helpful

263. SS: Yeah, so we get to see, it's like a snapshot of the day and you know, obviously we don't have that lunch time, which is like a massive thing for them but, yeah she did seem to, everything we did you could just give her a direct instruction and we knew that she understood what we were saying, so it was good to see all that
264. R: Yeah so that's been the most helpful for you
265. SS: Yeah definitely
266. R: Right er, anything that you feel that could have been different, or would have made it better? So far?
- Having a full day, having lunch would have been supportive**
267. SS: I think having a full day
268. I think it's getting, it's the *lunch* 'cos when children first come in, oh you probably know, you used to work in reception didn't you?
269. R: Yeah I did used to teach in reception
270. SS: It's that lunch time, the first half term of lunch time, that it's just, it's *hard* 'cos they're all eating round each other and they've got to choose their own food and (1)
271. Its **huge** and I think, if we could incorporate that some way into transition, it would be good but I know, its **hard** 'cos then I'd have 60 children for a full day but, yeah
272. Erm (1) it is **hard** but, it would be good because I think, even if they came later in the day and we did lunch at the *end* of the day or, you know we did lunch and then they came in afterwards but then we'd have an hour break
273. It's so **hard** to work out but it would be good for them to try a lunch time and that situation
274. R: How will it work in September, will they just come straight in and do a lunch?
275. SS: Yeah, I think our first day is the Thursday, so from their first day they're in, so we start with the youngest, so we have the youngest six, and then they're in then, the next day we get the next youngest six but then we've got **12** in, and then the next day we've got **18**
276. R: And so they're in for the day with their lunch and everything?

277. SS: Yeah **full day**, I think they come in like half an hour later just so we can get all the rest of the children in and they can come in the front door and it's much quieter so

278. R: Oh, okay right, so you're thinking that lunch time would be

279. SS:[Yeah I think that's the only thing that I'd probably need, especially 'cos mum said that sometimes she's a little bit apprehensive about, you know with eating sometimes so, and like we saw that with the fruit and milk, she didn't want to initially get her fruit in front of everybody, so

280. R: So you said she's going to be one of the first ones in then?

**Looking ahead to September and start times**

281. SS: Yep, I think she's, I'm pretty sure we've got another little boy with SEN and I think we tried to get those two in when it's much quieter, and it just means we can be more one to one with them

282. R: When do you start back then?

283. SS: It's like the first week in September

284. R: The first week?

285. SS: Yeah, we start on the *Thursday*, so we'll have, Thursday Friday, those two and then we've got the weekend, we normally try and do it like Monday to Friday and then by Friday we've got them all in but it hasn't worked out like that this year so

286. R: No, no, Right well I think that's, unless you have anything else you feel like you want to tell me, that you haven't?

287. SS: No, I think I just talked loads, sorry [laughs]

288. R: [Laughs] That's exactly what I want. That's really helpful, thank you

**Appendix WT8: Kate's September Interview (SS, Reception Teacher) - Working Transcript**

Transcript	Notes
<p><b>Preliminary Discussion</b></p> <p>As we set up the interview Kate shares with me about her decision to give up her MA course. She tells me there are a large number of children with additional needs in her class and that her class is taking a lot of her time and energy, causing her to feel that she cannot also commit to the course.</p> <p>[I check with Kate that it is okay for me to include this within our transcript]</p> <p><b>1. R: Reads intro script ... So, how are things going?</b></p> <p><b>Sharing voice, noticing change</b></p> <p>2. SS: [It was really interesting seeing you with E actually.</p> <p>3. Erm, just the way that, 'cos she was <i>so shy</i> with us for <i>such</i> a long time</p> <p>4. R: Yeah</p> <p>5. SS: And it's only maybe now, this last week that she's really starting to be getting more involved and</p> <p>6. R: Mm</p> <p>7. SS: it was really nice seeing that interaction with you as well, just how calm and relaxed</p> <p>8. R: I know, and that was lovely for me as well because, I thought, obviously she's seen me in nursery, and she's seen me at home, but you know just, a long time ago</p> <p>9. SS: Mm</p> <p>10. R: And erm, I just kinda, she was confident to show me round and that was so nice</p> <p>11. SS: Yeah, and even saying things verbally as well</p> <p>12. R: Yeah</p> <p>13. SS: Oh it was fantastic, really</p> <p>14. R: Mmm, mm</p>	

15. So, could you tell me what's happened recently and what it's been like for you since we last spoke?

**The first week and a half was difficult**

16. SS: This, I think the first say week and a half I think she found quite difficult

17. R: Yeah, yeah

18. SS: And at that point I was really starting to really think, if *this* is what she's going to be like in school I need to put a *lot* in place

19. R: Mm

20. SS: And then as soon as 'cos obviously the first week and a half, maybe two, maybe even up to three weeks is all just about settling in, doing initial assessments, baseline and things like that and then writing an IEP (1) which I just didn't want to do yet because I wasn't sure, whether if that was her settling in period, and she *was* just taking a while to come round and erm (1) you know come out of herself (1)

21. And I'm glad that I did that now because like I say this past week has just, she's just completely changed

22. R: Right

23. SS: 'Cos even little things like, she still won't answer the register, which she just, like I even wave at her and she won't give me any sort of communication or eye contact or *anything*, which I just think, [adopts quiet tone for following] something just dies a little bit inside when I say her name, it's just like '*oh* thank goodness' [whispering]

24. R: Yeah

25. SS: [Laughs]

26. R: Oh right, yeah, so tell me, what does, what does that *feel* like?

**Breakthroughs this week: 'I could've just *cried* with joy'**

27. SS: I just, when I get to her name I always think 'how can I make this comfortable?'

28. R: Yeah

29. SS: 'Cos I don't wanna *not* say her name, 'cos I think that way I've seen her come out of herself more and more recently I think I *want* to give her that opportunity every day

30. So sometimes I'll just say 'good morning EO,' then wave and not

even wait for her to say 'good morning,' just so she carries on getting familiar and then, erm, this morning she gave me a *tiny* wave, it was kinda like a [gesture] (1) which I thought was a *massive* step because she's, you know she's identifying with me in that massive group of thirty children (2)

31. R: Mm

32. Is carpet time something that ...?

33. SS: [She just, up until this week, she just didn't enjoy it, she al-, we had carpet places, but she *always* sat herself at the back of the carpet, which I think for her as well it was easier 'cos she wasn't climbing across children,

34. R: [Mm

35. SS: which can be hard and children don't always move and you stand on fingers and things in these initial stages, but erm (2)

36. She just, just didn't enjoy that at all, and even in phonics when we only have fifteen children split into two groups (1) she still just wasn't, wasn't answering me.

37. She'll answer K [support assistant] one to one,

38. R: Okay

39. SS: and she'd speak to the, you know we do talking partners or peer assessment or anything, she'd talk to her partner but, when it came to answering me in front of all the children, just was a, no go and (1)

40. There was a, I think she was having, mum said she wasn't feeling too well and she'd had a bad night's sleep and that, and she just cried every time I asked her to come to the carpet she just cried and we got to the point where we said 'no, it's okay, you go and do' anything, so

41. R: Mm, was that the first part then?

42. SS: Yeah, the first week, the first week or so

43. R: Yeah

44. SS: And this week, so even yesterday in phonics I could've just *cried* with joy [laughs]

45. R: [Laughs]

46. SS: 'Cos I gave her the opportunity to say something in phonics and



she *did*.

47. We were identifying the sounds and I said 'E would you like to share a sound?' and she told me three sounds (1)
48. So she said 's' 'a' 't,' 'cos we had them all lined out
49. R: Yeah yeah
50. SS: She said 's' 'a' 't,' and I was like [Gasp, expression], you know, didn't wanna make a big deal out of it but I was like 'well done' [exuberant tone, laughing]
51. R: [Laughs] So, so what sort of extra thinking (1) goes on in that situation for *you*, settling in E, do you know what I mean, what is that like?

**Getting to know E and responding to her**

52. SS: Well at the moment, because I'm still *really* getting to know her and I don't know whether sometimes it's, do you give her that push to do it but you don't want to make her uncomfortable, so I kinda judge each situation as it comes
53. R: Yeah
54. SS: So she's always got K there with her there one to one, and she'll communicate with K who then'll feedback to me later so I can do my overall assessments, but erm (1) say in a situation like that I just see like, if she's giving me eye contact and looking ready, I do it in *that* way I never, I don't like to think too far ahead or (1)
55. 'Cos I think it just depends on how she's feeling that day and if she's had a really confident morning if she's done things 'cos when she gets things wrong, I've noticed she can get really teary, so even little things like, last Wednesday I asked them to get their bags, by which I mean their book bags, and she came to the carpet with her P.E. bag, and she got *really* upset and really crying and, erm, she ended up sat on K's knee and she was *really* upset
56. R: [Aw
57. So I just think you can't forward think too much in how I, how I ask her or things on the carpet
58. I mean a lot of what we do anyway is non-verbal, you know it's with fingers or whiteboards or things like that, erm (1)
59. R: So that's not something different for E, that's just what you do

generally?

60. SS: [No, that's just what we do anyway

61. Yeah, it's more, I think it's her one to one support, so like we use, Karen, different for E will use number fans, erm like phoneme fans, things like that just to help

62. R: Okay yeah

63. SS: But that's I always like that as a back-up so if doesn't want to verbally communicate with me or put her hand up or show me her fingers or show me her fan, she'll happily do it with K

64. R: Yeah,

65. SS: Yeah, so I think I always want to try and push, not push her but give her the opportunity, like not take that opportunity away from her but then always have the back-up in case

66. R: Mm

67. SS: Just so she doesn't feel that I can't do that, you know there is another way so it doesn't have that feeling of 'oh I haven't joined in there'

68. R: Mmm

69. SS: I never want to make her feel that way, so

70. R: Yeah

71. SS: And now, already this week I'm thinking of next week, 'cos she showed me so much this week and I'm thinking okay maybe we could get a little bit more next week

72. R: Yeah

### **Breakthrough re-visited: Joining in and sharing home news**

73. SS: And she's been so confident this week, even you know holding up her whiteboard with her writing on it and (1) I'm just I was so excited and she was, you could see her face, she was so excited to show me, she was like [expression], all animated and we gave her lots of praise (2)

74. Oh yesterday as well she got up to the front, we have a red book where you do things at home

75. R: Mm

76. SS: And she came to the front of the class, so she walked across

the *whole* carpet and showed us her red book, and erm, she didn't say anything but she was (1) I asked her to say something which she didn't seem confident with, erm, so I read what she'd done and the class were like asking her yes and no questions

77. So she was picking someone that had their hand up, they were ask sort of a yes or no question which, that wasn't different for E that was just how they asked things, and she was shaking her head or nodding her head to answer them.

78. So just, that was *such* a massive step, it was just huge, so I was *really* happy

79. R: Yeah, so a difference between the first few weeks and this, this week?

80. SS: It's just been *massive*, it's just I can't I can't imagine her now coming in and, being shy and not being able to really select resources or,

81. She's just sort of floating round the classroom now, she's got really firm friendships in EV and EM

82. R: Mm

83. SS: They really gel together

84. I think I was telling you when you came to see her, I was dancing with them, and she like opened her hand and my hand to invite somebody else in

85. R: Yeah

86. SS: So just that non-verbal communication with them is just (1)

87. R: [Yeah yeah

### **Helping E feel safe**

88. What do you think's helped then, that settling in?

89. SS: I think, seeing the other children, and making it feel like a safe environment constantly so you know it's okay, so these children have maybe not done the right thing but we celebrate you know the fact that people try (1)

90. 'Cos I do think she gets very I think she, likes to make the right choice all the time and I think she sometimes has that fear of failure as well 'cos, even like the bags she's like (1) *that's* just one example you know that, does happen you know like oh well you go get the

wrong shoe or where she would have got really upset but now she's just embracing more and I think it's, just making it that really safe enabled environment so

91. R: Yeah

92. SS: And then seeing all the other children helping and then she helps others and just that set routine has really helped

93. R: Mm

### **Routines and stability**

94. SS: I haven't changed her routine, obviously for the benefit of other children I've got in the class but, the routine has been so set since they started

95. R: Is that something you really think a lot about, the routine then?

96. SS: *Definitely* (1) the first few weeks I think they just need that *clear* routine, clear instructions given at the *same* time each day (10:43)

97. R: Mm

98. SS: And I think that's really helped, 'cos I can just say like 'pumps' now

99. R: Mm

100. SS: and instead of giving this like big long like 'right go and get your dinner and this and this'

101. R: [Laughs]

102. SS: Now because it's the same routine everyday three times a day you just say 'pumps' and they know exactly what to do and where to go

103. R: Mm

104. SS: So it's almost (1) they're doing it themselves they're giving themselves the confidence 'oh I know what I'm doing' so

105. R: Mm

106. SS: And you see that real sense of achievement that she has when she does something like that and she's like [expression??], and she gets a sticker or a dip in the pot or, something like that and you can just see her feeling really happy with herself

107. R: So how does that feel for you?

108. SS: Yeah, it's a good feeling, we're getting there

109. R: Yeah

110. SS: It's better at the end of the year when you don't have to say anything, just 'right shoes, let's go' [Laughs]

111. R: [Laughs]

112. SS: Yeah

**First day worries around well-being and relationships**

113. R: Yeah, so what sorts of things have gone on then, erm, since we've come back? (1)

114. SS: Mm

115. R: What has it been like?

116. SS: Er, well the first day was (1) E's first day I think it was the second day, so there was only, I think there was only five other children, or was E in on the first day? No, E came in the second day 'cos we had another little boy who came on the first day and he's got SEN as well

117. R: Mm

118. SS: Erm (2) so there was five children in already so she came as part of six children

119. R: Okay

120. SS: But she came in the first thing 'cos mum was dropping D off, so she was the first new child and we staggered the times that they come in

121. R: Yeah

122. SS: So she came in and she was quite upset the first day (2) but, since then she comes in school really happily

123. R: A-hm

124. SS: So I just feel like, it's all just, the first day was just kind of (1) she was a little bit upset and then obviously that took a while to get her into the day, so it took the first day it felt like it was quite slow

125. R: Yeah

126. SS: She spent the whole day with K, and er R as well, there's another teaching assistant in there, erm (2)

127. It was quite slow going and I think that made me a little bit worried at first

128. R: Yeah, that's what I was thinking, what was it like for you, that

first day you know?

**Relationship breakthrough and thinking positively ahead -  
'everything just, fell into place you know'**

129. SS: Yeah, I think I was, because she didn't seem to want to have any sort of communication with me at that point, I think she felt quite close to Mrs P

130. R: Okay

131. SS: I think she recognised that quite early on that K'd be working quite closely with her, I don't know if mum'd maybe talked to her about it or something but I know that K worked with D as well so (1)

132. Erm, I think I was a little worried at that point (1) just thinking of what I'd need to put in place (1) obviously, teaching-wise and to build up her confidence, and I think at that point I wasn't really thinking more about teaching I was thinking about getting her settled in school

133. R: Yeah, yeah

134. SS: 'Cos teaching's obviously at the back of your mind in the first few weeks, and you just wanna make them happy and confident

135. R: Mm, mm

136. SS: (1) Erm, and that was just sort of, look I really need to put a lot in here to make her feel comfortable

137. R: Yeah

138. SS: to even just approach me and things like that, but then as there was, I think as there was more teaching time where there's me at the front of the class and she could see other people responding to me, everything just, fell into place you know

139. SS: So she approaches me now

140. We've done a lot of one to one work just me and her

141. R: Mm

142. SS: I think that's what I thought (1) like coming towards me writing her IEP, I thought I *need* to know like (1)

143. R: Mm

144. SS: So I did a lot of one to one work with her, just even letting *her*

choose what she wanted to do, because she was obsessed with the writing table at that point 'cos I always made it quite girly and, loads of flowers and stuff and she loved that so I spent loads of time and that's when she started really, trying to talk to me

145. R: Okay yeah

146. SS: It started off really non-verbal communication, so like guiding me places and showing me things or pointing to things (1) and then she started mouthing things

147. Now she'll quite happily like even in phonics, put her hand up to answer a question or (1)

148. R: Yeah

149. SS: So I feel a lot calmer now and I feel like if these are the steps that she's made, in just these few weeks, then by the end of the half term I think, she'll be so well settled

150. R: Mm

#### **Emotional well-being prioritised**

151. SS: Yeah definitely, er (1) I'm trying to think of in terms of the new Early Excellence baseline we're doing where you've got to rate them on well-being, each child on well-being and involvement before they'll even let you go onto the baseline

152. R: Okay

153. SS: So that's why I've been trying to think of everything in those terms, I just think now that well-being and involvement is just so high from her

154. R: Yeah

155. SS: You can see she's *really* happy coming and that makes me feel so settled and so much calmer, and her involvement with other children, her involvement with adults, in all the activities that we put out, she's really happy (1) you know, taking part in everything which, just makes everything feel so much more settled

156. R: Mm, can you tell me more about the well-being, what is that?

157. SS: So whether they're coming in happy, follow instructions happily

158. R: Mm, is it something that's new to the curriculum or

159. SS: No, it's er, we've got a new baseline that's statutory this year,

and you had to choose a provider, so we chose the *Early Excellence*

160. R: *Okay* right

161. SS: [Sneezes] Erm (1) so you log on an Ipad sort of system

162. R: Yeah

163. SS: So before they'll even let you do your baseline assessment you've got to, the children have to have a high or medium level of well-being and a high or medium level of involvement before they'll even let you access the baseline so

164. R: [*Oh*, okay, yeah

165. SS: It's quite a nice way of doing it 'cos you think you want the children to be settled involved and happy (2) which I think has always been teacher's practice anyway, erm (2) never really been on the baseline er before, so it's quite nice that that's involved in there now

166. R: Right, okay, is that something that *all* reception classes use or ...?

167. SS: Well, you had to choose a provider, so I think there were four providers that got the funding.

168. *Early Excellence* was I think the only one that prioritised that, the rest of them were sort of like a written test that you did with the children

169. R: Oh right

170. SS: And I wanted to keep it to teachers' own judgement 'cos I think what you see throughout the four weeks is different to what you'll see when they're doing a written test

171. R: Mm, that's really interesting to think about as part of the transition, almost like a tool you're using?

172. SS: Yeah, 'cos I think those home visits, going back to there, you're already thinking about that erm, you know well-being and involvement, making sure you've got the happiest transition you can

173. R: yeah

174. SS: rather than putting the emphasis on like you need to find out



what numbers they know, what letters they can identify

175. R: So a different emphasis then?

176. SS: Yeah, that's why we went with that one, 'cos it was more important to get that

177. R: So do you feel that that particular assessment tool erm, has changed the way that you would have worked?

178. SS: No, it's just that's *why* we chose that one, because the emphasis is put on that, so I just liked the fact that the priority, they won't even let you access baseline before the children are happy and settled and involved

I just think that's best practice

179. R: Mm

180. SS: That's just core early Years isn't it?

181. R: Yeah, so anything else you feel like you'd like to share about transition time?

**Lunch time were difficult, whereas now ..**

182. SS: Erm, she found lunch times quite difficult to begin with

183. R: Oh yeah, 'cos you talked about that didn't you in your earlier interview?

184. SS: Yeah

185. R: I think you were saying in July that, it'd've been nice if they'd had a practice

186. SS: Yeah, definitely, erm she did find that (2) I think because in the beginning there's me in the hall

187. K goes, she does gardening club, so we *all* go in the hall with them

188. R: Mm

189. SS: And after they've sat down and got their meals then K'll go to go off and get her lunch before gardening club, so it's *me* that stays there and I don't think she was comfortable telling me that she maybe didn't like her food option at first

190. R: Okay

191. SS: 'Cos I know mum was telling me she can be a little bit you know fussy with her choices, erm (1) so I don't think, at dinner time she'd look quite upset and like 'are you okay?' and she just wouldn't say anything and then (1) I'd just try and prompt her into,

communicating with me you know maybe what she didn't like, what she wanted to change (1)

192. But now, she's more confident, 'cos that was quite a big 'cos I'd you know take her up and say 'so what would you like' and say 'can you point to what you'd like' or, erm you know 'can we get you a new tray' or those kinda things, so it was quite a long process settling her into the hall

193. R: Mm

194. SS: Which it was like for many of the children

195. R: Mm, and how was that for you?

196. SS: Yeah, so that way I started helping her choose her lunch, just that more one to one, saying oh what would you like, and then she'd be able to tell me what she wanted and tell the dinner staff what she wanted (1) so like a, a mediator in a way

197. R: Yeah

198. SS: Yeah, whereas now it's not needed, she's perfectly happy to pick her own choices, she says what she doesn't like what she, she still uses non-verbal communication with erm the dinner staff, and then you know we haven't had any instances for the past two weeks where she hasn't liked what she's had and she's sat down quite happily

199. Erm, she still struggles sometimes with the routine of then taking your tray up and then giving it to somebody to clear and then going straight outside

200. R: Mm

201. SS: So sometimes she'll maybe just sit until somebody realis- it's normally me that says 'oh if you've finished, you can go and take your tray up now,' which I think is quite polite actually, she doesn't get up and leave the table [laughing], good manners

202. Erm, and then she might go and sit back down and I'll say 'Ooh you can go outside now' (2)

203. So I think it might be nice, thinking in the future of maybe like having routine pictures and things like that

204. R: Okay yeah

205. SS: Erm, which I think a lot of the children'd benefit from but, maybe just you know going through that routine of 'cos I think she might need some help with that erm, you know if coming up to these next few weeks if, there's still some difficulties

206. R: Mm

207. SS: having some non-verbal communication of the routine

**Supporting at lunchtimes throughout the year**

208. R: Yeah yeah, and is the lunch time something you're involved in at the start er, during the transition then?

209. SS: I just, I try and stay for the full year to be honest

210. R: [Oh do you?

211. SS: because, erm, it obviously gets a lot quicker (1) but I think it's (1) I think I know what the children, you know when they're playing up whether they'll eat or not, or if they're just saying that they don't want something or they don't like it, I think I can normally judge whether they're having you on or if they're not

212. Erm, so I do try to stay with them until they've all at least got up to their, pudding

213. Erm, I don't know, I just (1) I've always *liked* doing that, it's quite a nice social time you can have with the children

214. You can sit down while they're eating and, you know make sure they're all comfortable going outside, and if they've got their coats, you know just the little things that you do as a, Early Years teacher,

215. R: Yeah yeah

216. SS: just (1) mothering [laughs] mothering them

217. R: Yeah, does it tend to be you or other members of your staff?

218. SS: Yeah, there's no like we all come in together and we all say our prayers together before dinner, and then, then one teacher says to me 'I'll go and set up the classroom', K'll go for her lunch and then one of them stays with me

219. So, I think it's, there's no point in me ever trying to do anything after lunch, if they've had a bad lunch time and I like to know that myself

220. So if they *haven't* eaten they're dinner, if they *haven't* settled down

quickly, if they *haven't* got any time to go out and play I think it's important for me to know that

221. R: Okay yeah

222. SS: Because lunch it has such a big knock on effect for lunch time and parents always like, the parents normally ask me did they eat their lunch and I like to be able to give them an honest answer so

223. R: Yeah

224. SS: Sometimes I don't always remember what *all* 30 children have had but

225. R: But you're quite involved then, in that way?

226. SS: Yeah I do, it probably seems a bit, over, over doing it but I do think, you know but that's one of the things a parent needs to know, has he eaten or, and it's nice to be able to say 'oh I did stay with them and they ate this and that' so

227. And I think parents like the fact that on the open evenings I do say you know I stay with them and I'll make sure they eat, even if it's me taking them or Miss L taking them into the back to make a jam sandwich you know, they *will* eat

228. R: Yeah yeah

229. SS: I'm not going to ever leave them not eating so

230. R: Yeah (1) so you're talking a little bit there about that relationship with the parents again, is there anything else, during transition that you'd maybe

### **Lunchtime feedback to mum**

231. SS: [It was quite a lot that we had with E's mum, because there was a few days where she just wasn't really eating and she just ended up having really odd combinations, like bread and chips and potatoes, but it's what she wanted [questioning tone]

232. R: Yeah

233. SS: So as long as she's eating, so I, every sort of night we'd obviously have a conversation with mum 'cos mum wasn't sure whether to give her a sandwich you know her own lunch

234. So on a night we'd, it made me feel more settled telling mum and if she had eaten she's eaten this this and this, and she's tried

something new and, then mum was getting really excited 'cos she might've tried something new and

235. It's like when they're *all* doing it, it becomes a thing doesn't it, well they're all eating peas well I could try some of them so [laughs]

236. R: [Laughs] Yeah

**Developing relationship with mum: open and honest communication**

237. So in terms of that relationship that you've talked about with mum, how's that been or developed during this this time, you know the transition time?

238. SS: I think it was nice because I started to get to know mum when she was bringing E to sort of, pop her head in on a night time after she's picking D up

239. R: Yeah

240. SS: So we started that dialogue then with mum and the home visit, and I do feel like we've got a really open, open communication 'cos she's really open with us, and I feel like I can be completely honest with her and really open about anything that's happened or

241. And mum said oh if you know if something's gone on, because she came home a little bit upset or, it might just tiredness, but it's nice just to have that really

242. R: Mm, and nice for you as well?

243. SS: Yeah, it does make you feel (1) a lot more confident in everything you're doing knowing that you know you can tell mum anything that's going on and you can get her advice and she can take it from us and, it's really open both ways

244. R: Yeah

245. SS: So it does make you feel a lot more confident in what you're doing in school, and I've like it on a night time knowing that you're not (2) like opening the shutters and you know not being able to say something

246. And mum's just there straight away first thing you know to be on hand right is everything okay, and you just give her a nod or I know from looking at her, do I need to say anything or do you want to say anything?

<p>247. It's quite nice now that we've got that</p> <p>248. R: Yeah</p> <p>249. SS: And she's always open to staying around and waiting a minute you know til all the other parents have gone which is nice, 'cos sometimes if you've got 30 parents there and one parent wants a really big conversation with you whilst you've still got all the children behind you, it can be quite hard so</p> <p>250. R: Mm</p> <p>251. SS: But she's really open and I, really appreciate that from her</p> <p>252. R: Yeah that's nice to hear (2)</p> <p>253. So, do you want me to move onto some of these questions, or are there other things that are part of your</p> <p>254. SS: [My monologue [laughing] No, no that's fine</p> <p>255. R: Or there might be other things you want to add</p> <p>256. SS: No no, I think I've covered the whole year so far [laughing]</p> <p>257. R: Okay so we've talked about the first day and the first few weeks, and the change there</p> <p>258. SS: Yeah</p> <p>259. R: So just thinking about erm, some of the things you said in your last interview. Erm, so we've talked about lunch time, that was something you said, and I suppose you've talked there about relationships and that was something you thought was really important</p> <p>260. SS: Yeah</p> <p>261. R: Anything else you want to say about that, or do you feel you've covered that?</p> <p>262. SS: No, no, I think I have, yeah</p> <p><b>Seeing the person: 'would have liked to have seen her more'</b></p> <p>263. R: Okay, and you talked about the importance of visits and of actually <i>seeing</i> the child. So, how do you feel you know now, at the other end, how do you feel about that?</p> <p>264. SS: Yeah, erm, I think in E's case, I probably would have liked to have seen her more</p> <p>265. R: A-ha</p>	
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266. SS: Because (2) when we went to nursery (2) I think we had quite, not a difficult time in nursery but [quietly], but they haven't been great at communicating like I've only *just* got her SEN file from nursery

267. R: Oh right

268. SS: I think it was hard to get hold of messages, and they went to school later than us and, so I think I maybe would have liked to have had more, more visits there and maybe more visits at home because when I went to nursery and home she wasn't feeling great both days

269. R: Mm

270. SS: So she was shy and (1) I don't really feel like you know I got to maybe have that one to one time with E as much as I would have liked to

271. And erm (2) so maybe more would have been better, maybe it would have made her happier on her first day and a little bit more confident coming into things

272. R: yeah

273. SS: Erm (1) yeah maybe just more, I I think in the future I know that somethings maybe, if there's like a child coming in with more complex needs I think it would be a good thing now, looking back to have more visits

274. R: Okay

275. SS: It's just sometimes getting that time you know

276. R: Oh I know yeah (1) And so you also talked last time a lot about personal and social skills that you felt were important for school. And you've already talked about that again, about prioritising that area, but do you feel that you've covered that?

277. SS: Yeah, yeah

**'Facilitator of the day': From adaptable to strict routine**

278. R: So the other thing I wondered if you might want to comment a little bit more on was about your role, and what you felt your role was. In July you talked a lot about developing security and confidence and being adaptable

279. SS: Yeah

<p>280. R: Is there anything else that you feel your role is at this this time? How do you see it?</p> <p>281. SS: I think now it's maybe not about being adaptable but about giving them that strict routine at this point</p> <p>282. R: Okay, I see</p> <p>283. SS: So you are adaptable to what their <i>needs</i> are and how you do things, but now you've done all the adaptability and it's like, you know right this is what we're going to do [laughs], like the facilitator of the day</p> <p>284. R: Right yeah, so that's different then yeah?</p> <p>285. SS: Yeah it is (1) the home like the school visits you know you're very, you know you let them lead <i>everything</i> and, then the first few weeks you are but it's like we need to be in a routine now</p> <p>286. Like some children though they <i>do</i> need a <i>really</i> strict routine</p> <p>287. I think E is she <i>does</i> need a strict routine and I think I've really recognised that</p> <p>288. Erm, even things like the visual timetable, which we're gonna start using now I think, even she likes to know</p> <p>289. R: Yeah</p> <p>290. SS: And <i>leading</i> that, you know 'this is what we do,' and like 'no, we're not doing it that way we're doing it this way'</p> <p>291. R: Mm</p> <p>292. SS: I think (1) they do need the strictness and like this is how we're gonna do it and it's the teacher that tells you that</p> <p>293. And she does look to me sometimes, she'll just look at you and she like she wants you to tell her what to do next</p> <p>294. R: Mm</p> <p>295. SS: So like she'll have issues on the carpet and she kinda goes, looks at you as if to say 'what do I do now?' [Laughs]</p> <p>296. R: [Laughs]</p> <p>297. SS: 'Go and put them away then' [Laughs]</p> <p>298. R: Yeah yeah</p> <p>299. SS: So I think she does she likes to know what she's doing and give her that guidance in it</p>	
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300. R: Yeah

301. SS: And I think it's nice that she's started to look to me as well, erm because before it was very much, you know kinda cuddling behind Mrs P, like hiding behind her (1) whereas now she's really into asking *me* like 'no, you're the one that's going to tell me what to do actually' (1)

302. R: Yeah

303. SS: Which is nice

304. R: So supportive for her, and how about for *you*?

**I do, I think / like routine as well**

305. SS: Erm, I do, I think / like routine as well because I realise how much the children respond to it

306. So when things get changed last minute you just kinda think 'oh [sigh], why?' [laughs]

307. R: [Laughs]

308. SS: Like a bun sale straight after assembly [laughs], and I'm thinking 'right okay'

309. There's obviously children in there with more, very complex needs and you think 'right okay'

310. I start to think, the second I hear something like that I don't think (1) how do I change my day, it's like how do I broach that with the children, how do I change that for *them*?

311. R: Yeah

312. SS: So I just have to worry a lot [quiet tone, then laughs]

313. R: Mm

314. SS: I just worry about everything anyway

315. R: Oh, so

316. SS: [Well 'cos I'm preparing for things (it)]

317. R: Mm, yeah (2). Okay, so these were the sort of areas we thought about last time [showing NIG sheet and pointing] (1) skills, your role, processes, er, teaching and learning, and relationships. Do you feel like there's anything there that you want to add to, that's part of your account?

**Frustration at nursery relationships but seeing Evie as she is**

318. SS: Yeah, I think the relationships one's quite interesting because I

think (1) looking back now I think when you've got children that you need more, erm, like a substantial transition with, I think the relationships with nursery could have done with (1) I think there could've been a lot *more* there I think

319. R: Mm, so do you mean with other professionals?

320. SS: Yeah, so relationships with other professionals, not so much with the teachers or with parents but other professionals in situations like this because (1)

321. It was quite frustrating 'cos you want, from the very initial stages you want to do your absolute very best, that's what you're a teacher for, and I couldn't even get,

322. R: [Mm

323. SS: They let me *look* at her SEN file when I went to see her for her visit, but then, you know they finished, they had the longer summer holiday so they finished earlier and then they started later

324. R: Mm

325. SS: So I had E in school for like two weeks without you know even seeing, without having full access to you know, all her paper work and everything, which I know you don't get the best overview from but just to start on those objectives and (1)

326. Then trying to get hold of, trying to get hold of the nursery and trying to get an appointment to book a time for it (1)

327. It was difficult and I think, we do have those like cluster meetings and everything with Early Years and I just think those relationships between nurseries and, the second a child with like, more complex needs is identified you need to start that straight away

328. R: Mm

329. SS: Start that professional dialogue

330. R: Yeah

331. SS: Which I feel is like something *I* really *pushed* for, but wasn't so much getting it back

332. R: Alright, yeah

333. SS: Which is just really frustrating [sighing] so, because now I feel as though I'm learning things that could've maybe been learnt

earlier, which is the best

334. R: Yeah

335. SS: Obviously I've got to know E, which is I, to be honest it's two ways because obviously I've got to know her more as not what a piece of paper says, I've got to know her for who she is and what she's been showing me in her transition which has been fantastic and, is er you know I've really enjoyed, you know seeing her grow in confidence, it's made me a lot more happy and more settled (1)

336. But it would've been nice to have that, that whole back-up around it, which is just frustrating

337. R: Like a fuller picture? (31:15)

338. SS: Yeah, and seeing what you know her, 'cos like in that file now I've seen where's she progressed from the very beginning of nursery and, you know each of the objectives and what they've done with her and how she showed things and, all *their* strategies

339. R: Yeah

340. SS: And it would've been nice to have that in place straight away so that I could've done some of those nursery activities, right at the beginning to see that there was the link between the two and 'oh that's something you're really familiar with' and 'why don't you do that here?' and you know things that she's enjoyed and, if I'd've had that before then maybe it would've made her a little bit more settled in her first few days?

341. R: Mm, and did you get to see her profile when you went to nursery?

342. SS: No, we had a, it was a very short visit, erm 'cos they again said 'oh E's not feeling too great'

343. R: *Oh*, yeah

344. SS: I just found it a little bit frustrating but (2)

345. Er, we had a talk with her one to one and K was talking with her one to one

346. We wrote down some of the things that they do with her and I just wanted to use that time once again just to get to *know* her, to talk to her and just to, play with her and for her to show me round the classroom

<p>347. R: [Mm and is that relationships as well?</p> <p>348. SS: Yeah, well that's, it's the most important relationship isn't it?</p> <p>349. Erm, but then when you know I said can I take her SEN file and they were like 'well you can have a look at it'</p> <p>350. So I was like okay [laughing], guarded secret [quiet tone]</p> <p>351. R: Mm, so is that quite different to her profile then?</p> <p>352. SS: Yeah, so it's not like her profile, that was just what was in, so all the letters and then all her objectives and all the activities they do</p> <p>353. R: Yeah</p> <p>354. SS: Then her profile, which we haven't actually <i>got</i> yet either, er, we've got her transition documents, which is sort of a breakdown of each of her areas but we haven't actually been able to see her profile which I always feel I get a little bit more out of 'cos it's all child-initiated, what they've enjoyed doing, how they communicated with you</p> <p>355. So you get more of a rounded picture but</p> <p>356. R: Mm</p> <p>357. SS: I guess that's something I'll work on, if I ever need to, next year or the year after</p> <p>358. It's nice to know that you need to get the ball rolling really quickly and be really strict like 'no I <i>need</i> to come, and you <i>need</i> to send me these documents'</p> <p>359. R: Yeah</p> <p>360. SS: Yeah, but there's a limit to how early you can, I think I need a bell, like 'right <i>go</i>' [laughing], phone ring emails, <i>go</i> [laughing]</p> <p>361. R: [Laughs]</p> <p>362. SS: I think I'm just maybe a little bit pushier than most people are [laughing]</p> <p>363. R: [Laughs] No but, is is that what you're saying is important?</p> <p>364. SS: Yeah, you just need to be really proactive because at the end of the day you've got this little person there that you know needs, a lot of support from you</p> <p>365. R: Yeah</p>	
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366. SS: So from family and from who they've been with previously and so

367. R: Mm that's interesting, so proactive?

368. SS: Yeah, you've got to be just on the ball or like 'come on' [laughing] , 'I'll come, I'll be there any minute'

369. R: [Laughs] (1) Okay, thanks (2) erm, so if you were to reflect back on your experience of transition so far, erm (1) how would you describe it?

**Transition as home-school partnership and 'nothing like I expected'**

370. SS: Erm (3) I think, it's absolutely nothing like I expected it was going to be

371. Erm (2) I've found it a lot easier with E, because she's just been so *eager* to get involved with everything, so even when she was upset she was still really eager to do everything, just like (1) she just made you so happy with everything that she's doing and, you can see that she's really pushing to do things, you know

372. It's been a total two-way thing with us with home and with school

373. You can see that mum's doing a lot at home to make her settled and we're doing a lot here and there's all those home-school links and relationships between us and mum

374. R: Yeah (1)

375. SS: I think it's been difficult from the side of her previous settings

376. R: Mm

377. SS: But then everything we've done here I've just, enjoyed seeing her flourish in the classroom, it just makes me so happy

378. R: Yeah

**More visits in future, but happy how she's settled**

379. SS: So I think (1) if I had to start all over again I think I'd definitely push for those nursery visits a lot more, maybe try and get there more, and erm, get J [SENCO] to go with us 'cos it was just me and K that went

380. R: Mm

381. SS: Erm, may be J could do a lit bit more pushing on that side

382. R: Mm

<p>383. SS: Yeah, erm, and then she could've done more sort of talking with the practitioners there while I got to know E a little bit more</p> <p>384. R: <i>Oh</i>, okay yeah</p> <p>385. SS: Erm (1) and then I think I would've done more home visits, maybe done a little bit more with E coming into school which, I'm not sure would've worked actually because they would've been different children, the setting's changed, so that might've confused her more</p> <p>386. But I think definitely just getting to know her more just to make her a little bit more settled in those first few days</p> <p>387. 'Cos it's not nice to see you know when they don't, they don't look happy in class and you just want them to be, you just want to give them a big squeeze [laughs]</p> <p>388. But that wouldn't have made her totally comfortable, getting a big squeeze off me but [laughs]</p> <p>389. R: [Laughs]</p> <p>390. SS: So I think I would've definitely done more on that side, but now looking at her now and I see her and you know she's going into assembly with a big smile and, erm, you know she's bringing stuff in to show us and she's getting up in front of the class</p> <p>391. I just think maybe it was done in the right way so, I'm really happy now, how she's settled</p> <p><b>Relationships with Mum and Mrs P are 'amazing', 'fantastic'</b></p> <p>392. R: Yeah (1) right, so you've said what that's been like for you, and so if you were gonna say what has been supportive? (1)</p> <p>393. SS: I think mum has just been amazing (1) she's just been absolutely fantastic, and then obviously K's work with D, erm has just been fantastic as well 'cos, she's obviously, I think maybe E and D have that communication about K and erm (2)</p> <p>394. I just think that those two things have just been amazing</p> <p>395. R: Mm, and how about your working relationships, with K, how's that been?</p> <p>396. SS: Oh it's been fantastic, erm, 'cos we are just a really open, we're all just really open down there anyway</p>	
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397. I mean it's very laid back and, informal how we all work together
398. R: Mm
399. SS: Well not informal but we're all very, just chatty with each other so it's just, she's slotted in
400. It's as if she's always been working with us, and the way that she, you know we have sort of sit down meetings on a morning which we've had to 'cos K goes to Year 2 on an afternoon, so we've changed all our evening meetings to a morning
401. Erm (1) you know she's always coming in early to take part in them and, really giving her advice and, she just seems to have this wealth of knowledge about things so
402. Obviously me being quite early, fairly newish to teaching she's just got so much that I can just draw upon and, you know she's really helped me with, even just setting things up like an SEN file and, like IEP layout and, she's just been fantastic
403. She's just been phenomenal
- Mrs P's relationship with E and feedback**
404. R: And in terms of her relationship with E, how's that worked between you?
405. SS: Well, I said initially like how would you like to, I wanted to get how K was comfortable as well as E
406. R: Mm
407. SS: Erm, so I wanted to say like how would you like to, you know what have you done in the past when working one to one with children?
408. We just the first few days I didn't really plan specifically, I said take a lead off E (1)
409. So you know when was E comfortable, you know is she happy having someone sitting next to her on the carpet you know she might not like that attention
410. But then like the past two weeks I've done more formal planning for her (1) erm, and K and E have both shown that they're perfectly comfortable you know working with one to one with each other so (1) erm, I've kind of put K's role in with her next to her when I'm trying to write her role in, and it's always been you know like 'K on

the carpet sits with E'

411. R: Mm

412. SS: Erm, so phonics and things, she does a lot of guided writing er  
(1)

413. I think E just responds to her fantastically, she really does.

414. You can see a really strong relationship there and that just makes everything, so much easier because if you know, if she hadn't have had that then maybe things would've been a lot different

415. R: Yeah, and does she feedback things or you or how does that work?

416. SS: Yeah, so she'll say like she'll show me what she's done on her whiteboard, or erm, she'll kinda give me an eye to listen in, you know those kinda things like 'just ['come here' gesture]

417. R: *Oh*, yeah to say come and listen?

418. SS: Yeah, just discreetly, and then she does a lot of, she's been the main provider for E's profile at the moment

419. Obviously we all contribute things when we see things but, she writes down everything that E does and everything she says and, it's brilliant 'cos you get loads of pictures and loads of like bits of art that she's done so, I feel like I've seen it all for myself which is brilliant

420. R: Mm

421. SS: And you know we've all, I don't like to keep the journal as like 'no *that's* E's one to one like I don't have to do', no I do, like we *all* have that input

422. And then on those like profile meetings we have and assessment meetings, she can feed in a lot, and then informs all out next planning and assessments and next steps for her

423. R: Mm

424. SS: So I do feel like we're on the right track [laughs]

425. R: Yeah, and did you want to say any more about anything that could be different or better, or do you feel like you've

426. SS: [No, no I think I've covered everything yeah

427. R: Yeah, so my last question then is just in terms of being part of



the research, you know what's that been like participating in the research?

**Engaging in the research: valuing reflectivity and verbalising practice**

428. SS: It's been really interesting, 'cos it makes you like really think

429. Obviously you reflect on your practice constantly, but then to have that professional dialogue, it really does make you so much more reflective

430. R: Yeah

431. SS: Yeah I've really enjoyed it, it's been brilliant

432. I know K was saying she's found it really useful just to like, try and verbalise your practice, 'cos you like do it every day, but then to verbalise it and put your reasoning behind it (1) it really makes you, go into that, what is it, introvertial thinking?

433. R: Mm, it's just really nice to know you know, what that's felt like for you

434. SS: yeah, it's been brilliant (1) I hope it's been okay for you

435. R: Yeah, so interesting (1)

436. So anything else that you feel like erm, you know I should've asked you, or that you wanted to say?

437. SS: No I don't think so, I think we've covered everything

438. R: Okay, that's lovely, really interesting, thank you