Welcome

‘One More Step’- Early Years Transition to School Toolkit.

The transition to school toolkit has been updated to reflect the changes in the Early Years Foundation Stage curriculum and those anticipated in new SEN legislation.

It aims to continue building on the existing good practice in Barnet:

- to support the transition procedure for all early years children, including those with special needs and disabilities
- to provide children, parents and practitioners with tools and materials to support this procedure
- to give more flexibility and choice to practitioners in terms of the transition record they produce for parents and schools.

I hope that the materials will be useful and contribute to a positive transition experience for all children in the early years.

If you need any further information please do not hesitate to contact me Chris Dukes on 07956 224450, Hilary Solomon (Team Leader) on 020 8359 7612 or any Area SENCO or Advisory Teacher.

Chris Dukes
(Area SENCO)

Barnet Pre-school Inclusion Team



Introduction

Starting school is a major milestone for young children and their families. It can be exciting and possibly a little daunting too. It is therefore essential that practitioners in pre-schools and schools work together in order to support each child as they move from one setting to another. Best practice transitions involve the child, parents, early year's settings, schools and in the case of a child with special educational needs or disabilities, any other involved, appropriate professionals.

'Transition is much more than a one-time event. Instead it is like a journey that takes time, preparation and planning. Adults can help make each child's journey into new territory most successful by supporting them before, during and after the major change occurs. Parent and teachers need to work together sharing the unique information they have about the child and what support he or she may need.'

National Association for the Education of Young Children

'Transition involves moving from one environment and set of relationships to another…Children make educational transitions as they start school, as they progress through school and as they move from school to school. These transitions require them to acclimatise to new surroundings, adapt to new ways of working, to make sense of new rules and routines and to interact with unfamiliar adults and peers. A child's ability to respond to these challenges may influence ways in which he or she progresses or develops.'

(NFER 2005)

The Role of the Key Person

The new EYFS requires all children to be assigned a key person to help ensure that:

'Every child's learning and care is tailored to meet their individual needs. The key person must seek to engage and support parents and /or carers in guiding their child's development at home. They should also help families engage with more specialist support if appropriate'

(EYFS Statutory Framework Para 1.11)

The transfer of relevant and clear information about a child is essential as it can have a huge impact on their experience in their new placement as well as on their self esteem. The role of the child's key person as someone who knows the child best and who has a supportive relationship with parents is therefore crucial. Managers and senior staff should support and guide a child's key person to complete a Transition Record which accurately reflects each child's stage of development. Transition information should celebrate a child's strengths and achievements and identify next steps and effective strategies to support the child's new placement.

Key principles of early years transition:

- the interest of the child is paramount
- every child should feel valued during the transition process which should embrace the child's ethnicity, culture, religion, home language, family background, special educational need, disability or gender
- there should be continuity and progression building upon a child's identified strengths, achievements and areas for development
- parents and carers should be full partners in the transition process and their knowledge of their child should be recognised and respected
- there should be shared responsibility with a co-ordinated and consistent approach to ensure successful transitions for all children
- parents, practitioners and teachers should work together in an atmosphere of mutual respect within which children can have security and confidence.



The role of the early years setting

(All materials mentioned can be found in the Proformas in this Early Years Transition Toolkit)

1. Liaise with parents about applying for a school place:
   - display 'Applying for a school place in Barnet' poster
   - encourage parents of children with special educational needs disabilities to use the 'Choosing a School' leaflet
   - ask parents about which school their child will be attending and compile a complete list of children and their school places.
2. Build links with local schools:
   - make contact with relevant staff in schools when children's offers of places have been made
   - invite school staff to visit the child in the early years setting
   - where appropriate invite staff to a transition meeting.
3. Complete and pass on a Transition Record to parents and the new school by the end of the summer term:
   - ensure that the child has an opportunity to contribute to the Transition Record
   - involve parents by giving them the opportunity to contribute to the Transition Record.
4. For children with Special Educational Needs and Disabilities:
   - invite school, parents and professionals to a Transition meeting in the summer term
   - contribute to and collate a Transition Action Plan
   - take part in the Transition Action Plan
   - ensure that all individual plans, reports and other information is sent to the school SENCO/INCO.



The role of the school

1. Provide information for parents about the school:
   - show prospective parents around the school
   - distribute Register of Interest forms
   - offer information sessions about starting school to parents once a place has been offered.
2. Build links with local pre-schools:
   - respond to the pre-school regarding a visit to the setting
   - invite the setting staff and children to visit the school where appropriate
   - use the records provided for the child as the basis for continuing learning and teaching.
   - feedback to the early years settings about how the intake has settled in before October half term.
3. For children with Special Educational Needs and Disabilities:
   - class teacher and/or SENCO should attend Transition meeting
   - contribute to the Transition Action Plan
   - take part in the Transition Action Plan
   - ensure that all individual plans, reports and other information is circulated to appropriate staff.





Working together – a transition timeline

Autumn Term	Spring Term	Summer Term
Parent/Carer		
Visit prospective schools. Complete Barnet Common Application Form (CAF) by required date. For children with Special/ Additional needs: • use 'Choosing a school' guidance leaflet.	Receive offer of reception place. Accept /decline offer. Inform early years setting of school place.	Complete 'Parent Page' of Transition Record. For children with Special Educational Needs: • attend Transition meeting • contribute to Transition Action Plan • take part in Transition Action Plan.
Early Years Setting		
Talk to parents about looking at a range of schools. For children with Special Educational Needs: • encourage Parents to use 'Choosing a school guidance booklet'.	Ask parents to pass on details of school place. Compile a list of children's school places. Invite school staff to visit the setting in the summer.	Practitioner to complete Transition. Record and support child's contribution. For children with Special/ Educational Needs: • invite school, parents and professionals to Transition meeting. • contribute to and collate Transition Action Plan • take part in Transition Action Plan.
School		
Contact early years settings to report on settling in of new intake and check out any information. Show prospective parents around school.	Compile a list of new intake when place confirmed.	Reception/Foundation Stage teacher visit setting. For children with Special/ Educational Needs: • SENCO/Reception staff attend Transition meeting at early years setting • contribute to Transition Action Plan • take part in Transition Action Plan.
Professionals (Working with children with Special Educational Needs and disabilities)		
Monitor individual children new into reception. Discuss with individual parents child's future needs and choices available for schooling. Support visits to schools where appropriate.	Ask parents to pass on details of school place. Visit placement to discuss specialist adaptations, equipment, training issues etc.	• complete summary report and/or contributes to Child booklet • attend Transition meeting • contribute to Transition Action Plan • Take part in Transition Action Plan • liaise with other team members (if handover necessary).

Information for parents/carers

Applying for a primary school place

Children do not have to start school until the beginning of the term following their fifth birthday but almost all children in Barnet start in a reception class before they are five.

When your child is two to three years old

Start to think about where you might like your child to go to school:

- it's never too early to visit schools, look around and talk to the staff
- be realistic about your choices; think about travel, timings and where friends and other children go to school
- remember that each school has it's own admissions criteria and that you will need to check if you meet these.

Application Information

If your child attends a Barnet maintained nursery you will receive information about how to apply for a school place in October or November. Where possible application should be made online at **www.eadmissions.org.uk** but you can fill in a paper form if you prefer.

How to apply for a Primary School place

If you live in Barnet, you must apply using a Barnet Common Application Form (CAF), either online or on paper. You can list up to six schools on your form, including schools outside the borough:

www.barnet.gov.uk/info/13/primary_school_admissions/647/primary_school_admissions

If you live outside Barnet, you can still apply for Barnet schools but you must submit your application form to the council where you live.

You must still complete a CAF even if your child already attends the school nursery or has an older brother or sister who attends the school.

As well as completing the CAF, all faith schools and some foundation schools and academies will also ask you to fill in a Supplementary Information Form (SIF) to provide additional information, such as a priest's reference.

Your application must be submitted by the closing date (which is **15 January** of the academic year prior to the child starting school).

Result of your application

Barnet Council will let other local authorities know about any preferences you have made for schools in their area.

All preferences will be processed by applying each school's oversubscription criteria to decide which children should be offered places:

- in April parents will be sent the results of their applications - only one place will be offered, this will be the highest ranked successful preference
- if none of your applications have been successful your child will, where possible, be allocated a place at the nearest school with a vacancy
- **you must accept or refuse the place within two weeks of the offer**
- any further offers of available places are then made from May onwards.

Information for parents/carers

Applying for a primary school place in Barnet for a child with a Statement of Educational Need

Children do not have to start school until the beginning of the term following their fifth birthday but almost all children in Barnet start in a reception class before they are five.

When your child is 2-3 yrs old

- start to think about where you might like your child to go to school
- it's never too early to visit schools, look around and talk to the staff
- discuss your options with the Pre-school Teacher and other professionals involved with your child
- they will often help to arrange or go with you to visit different schools
- be realistic about your choices think about travel and transport, timings and where your child's friends and other children, if you have them, go to school
- although each school has it's own admissions criteria these do not apply to children with statements of Special Educational Need, however, the denominational schools may require evidence of the family practicing that particular faith.

By the time your child is four years old

- you will need to have chosen the school you would like to apply to
- you should then write to the Special Educational Performance Team in Barnet to let them know the name of the school you would prefer your child to go to, the address is The SEN Performance Team, The North London Business Park, Oakleigh Road South, London N11 1NP
- if you need help or advice you can contact your Advocacy & Monitoring Officer who can be contacted on 020 8359 7715 , 7710, 7704, or 7718
- support is also available from Parent Partnership on 020 8359 7637.

Result of your Barnet application

- if you are requesting a placement in a mainstream school the Local Authority will consult with the school who are required to respond within 15 working days- if the response confirms the placement the statement will be amended accordingly
- if you are requesting a Resourced Provision placement or a special school the Complex Needs Panel will consider your request for a school place
- they will decide if the school you have chosen can meet your child's needs
- if this is agreed, then the SEN Performance Team will consult with the school- consultation information will be sent to the school and once the school has responded this will be considered by the Complex Needs Panel who will decide whether to name the school
- the Local Authority will write to you to let you know if your child has a place at the school
- when the placement has been confirmed the statement is then amended to reflect this in Part 4.

Guidance Notes

The purpose of the Transition Record is to help ensure a smooth transition from pre-school setting into school. The aim is to provide key information and an insight into the whole child, with contributions from not only the child themselves, but also from parents/carers and professionals already working with the child.

This folder is designed so that Practitioners have a choice of various formats to use when compiling a child's Transition record:

- the first in Section 3 is the familiar 'All About Me' Booklet
- other formats for the record are contained in Section 4
- these can be mixed and matched as needed.

The notes below are a guide to some of the areas that could be included in the record. Each individual child and setting may have additional ideas and information they wish to include or extend which can form a valuable part of the information and can include:

- samples of children's work
- photographs which are encouraged
- learning stories.

Children with English as an additional language

Language mapping

It is important for practitioners to have a clear picture of the languages that children and their families use to communicate. Language maps are one way of showing the rich and varied patterns which can exist within families and provide invaluable information to those working with children and their families in their new setting or school.

A copy and explanation of a language map is found at the end of this section.

Involving parents - Parent/Carer Page

(This can be found in section 3)

This gives parents/carers the chance to write down any information which they believe is significant or useful to know. This could be related to family circumstances or relationships, past experiences, habits or behaviour at home.

Parents/Carers may need some help and guidance in completing this page and some time should be set aside to discuss it with individual families. A parent/carer prompt sheet is included which can be given to parents/carers to help them to complete the page.

There is also a permission letter which parents/carers should sign to agree to the contents of the Transition record (including photographs) being shared with the school (where the setting does not already have such permission in place).

Parents can also be directed to the website **www.foundationyears.org.uk** for additional support and information.

Practitioner Pages

All About Me

A photograph or drawing by the child together with their name or the name by which they prefer to be known and the child's birthday.

Key information

This includes details of who the child lives with, languages spoken and health information. It also gives contact details for the early years setting and key person should the new setting/ school have any queries about the child once they have started.

Special People

It lists who the child lives with. It can include photographs of family members, friends, pets or particular playmates. Pictures of others involved in the child's care such as support workers or health professionals can also be useful.

Characteristics of effective Learning

This is an important addition as it gives a wider picture of the child as a learner.

Learning Stories

Some may choose to illustrate these through a Learning Story which uses "story telling" to describe the learning that is taking place through the child's play. It gives an opportunity to record through observations children's thinking and through interpreting the observations, reference can be made to child development, schema, dispositions, levels of involvement and interests.

Playing and exploring – engagement:

- finding out and exploring
- playing with what they know
- being willing to have a go.

Active Learning – motivation:

- being involved and concentrating
- keeping trying
- enjoying achieving what they set out to do.

Creating and thinking critically – thinking:

- having their own ideas
- making links
- choosing ways to do things.

The curriculum

These pages are for practitioners to celebrate the child's successes, outlining achievements and identifying the next steps for development in each of the areas of the early years foundation curriculum.

These pages could include photographs and samples of work, if appropriate.

For children with special educational needs and disabilities relevant information should be included in each of these areas too, for example, information about mobility included in physical development, information about use of Makaton signing included in communication and language etc.

The prime areas

Careful thought needs to be given to the sort of information in each area which will useful for the next setting and essential for a good transition.



Personal, social and emotional development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

Some points you may comment on:

- separation from parent/carer
- settling in
- copes with change to routine or staff

- transitions from one activity to another
- co-operative play and turn taking
- reaction to being hurt, upset or challenged.

Communication and language

- Listening and attention
- Understanding
- Speaking

Some points you may comment on:

- following instructions
- listening in a range of situations, for example, storytime
- expressing needs
- non-verbal and verbal communication.

Physical development

- Moving and handling
- Health and self-care

Some points you may comment on:

- use of tools and equipment
- spatial awareness
- copes with snack / mealtimes
- hand washing / toileting
- putting on coat/shoes.



Specific areas

Literacy

- Reading
- Writing

Mathematics

- Numbers
- Shape,Space and Measures

Understanding the world

- People and communities
- The world
- Technology

Expressive Arts and Design

- Exploring using media and materials
- Being imaginative

For further guidance see the Development Matters in the EYFS (2012) document.



Children with special educational needs and disabilities

The next two pages are optional for most children but essential for children with special or additional educational needs and disabilities. One or both pages can be completed depending on the child's needs and the type of information which needs to be passed on.

How You Can Help Me

This is a very important page because it gives those who know the child well, an opportunity to pass on their wealth of experience. Information should include methods of rewards and praise, preferred learning styles and situations, successful strategies for dealing with upset, inappropriate behaviour or tantrums etc.

Things I need

This page provides an opportunity to indicate any particular changes or arrangements which might need to be made for the child. It can include any necessary physical changes or resources which are needed such as handrails in the toilet or the provision of a particular piece of equipment. Implications for staffing or timetabling should be included such as creating a space in the day to do physiotherapy exercises or having an adult to supervise at playtime. If alternative methods of communication are used such as Makaton, this should be highlighted.

Additional information

(see section 5)

It is expected that a copies of Individual Plans, Reports and details of the professionals involved would be passed on, in an additional pack, to the SENCO of the school.

It is imperative that a Transition meeting is arranged where progress and next steps can be discussed and a Transition Action Plan devised. This would include ideas and suggestions for how the child might be helped to settle into the new environment.



A sample Parent/Carer Page

Dear Parent/Carer

At the nursery we are preparing a Transition Record for your child. This record will be passed onto your child's new school in order to give your child's new teacher as much information as possible to ensure that your child has a smooth transition into school.

A Parent/Carer Page has been included in the Transition Record. This page is for you to fill in about your child. There are many, often small, details which can affect how happy your child is at school and how easily they settle. Although some things are common to all children, each individual child has different needs.

We hope that by working together, with each of us contributing to this record, we will help to make your child's transition in to school as smooth as possible.

The Parent/Carer Page will give you an opportunity to pass on any information about your child, which you think is important for the new class teacher to know. You can include anything which might be useful or helpful, particularly for the first few weeks when your child is first settling in to school.

If there is anything of a confidential nature that you wish to share with the class teacher you may prefer to make an appointment to speak to him/her personally.

Some suggestions of information that you might like to include:

- activities that your child likes to do
- activities that your child is good at
- activities that your child finds difficult
- how well your child separates from you
- times of the day or activities which your child may find difficult
- ways to comfort your child if s/he becomes upset
- anything which affects your child's behaviour and how this shows itself, for example, tiredness, hunger
- if you are moving house
- if your child has a new brother or sister!

If you need any help with this page please ask us!

Thank you

Information Sharing Consent Form

This form gives permission for _____

to share relevant discussions, assessments, records, reports (which may include photographs) and information with other appropriate professionals (for example, speech and language therapist, physiotherapist etc.) working with your child, in order to provide support and aid transition into school or nursery.

I/we (parent/carers name):			
Give consent to the staff of (name of setting):			
To share relevant information about my / our child			
Name of child:		Date of birth:	
with appropriate professionals working with him / her			
Parent / carer's signature:			
Relationship to child:		Date:	
Parent / carer's signature:			
Relationship to child:		Date:	

This consent form is valid until your child enters primary school.
You have the right to withdraw your consent to share information at any time.

Consent to withdraw ☐

Signed:		Date:	
Name:		Relationship to child:	

Transition

List of children's school places

Name of School	Name of Child

Good practice – ideas for transition

These are some practical ideas which schools and pre-schools have found useful in building links and ensuring smooth transitions. They will hopefully provide some inspiration for those looking to improve or build upon their own practice.

Some ideas which can be useful for all children and families:
Schools invite children and families from local early years settings to attend summer term activities such as the summer fair, end of term assembly or concert.
Schools organise informal 'Walking tours' of the school for pre-school groups or children and families. This can be during the school day or after school.
Schools keep early years setting staff informed and familiar with the school by inviting them to the intake or new parents open evening along with parents.
School staff visit the nursery during the summer term to take part in story time or music time and introduce themselves to the children who will be transferring to school.
Schools use a 'Buddy' system with older children e.g. Year 2 befriending a child entering reception. This can alleviate worries about playtime and lunchtime particularly.
Schools and pre-schools arrange handover meetings between relevant staff to pass on records.
Early years setting to discuss or prepare information for schools e.g. about friendship groups, to help plan class lists etc.
Preschools invite reception children to visit their old nurseries at some time during the year. Summer term visits can be useful to talk to the nursery group about what it is like at school.
Early years settings plan summer term activities on the theme of 'going to school'.
Schools and nurseries have notice boards or displays with information about 'Our local nurseries' / 'Our local schools'.

Some additional ideas for children with particular needs
Children have additional visits to the reception class with their key worker or parent during the summer term.
Children are invited to look around their new classroom, playground and dining hall when it is empty, as well as during the working day.
Pre-schools take photographs with the child of the new classroom, playground, staff etc and make a photographic book of the school, for the child to look at with their parents during the summer holidays.
A child's teaching assistant, support worker or teacher visits the child at the pre-school during the summer term to get to know them.
The school and pre-school allow for flexible starting dates and / or hours and shared placements are considered to meet individual needs.
During the Autumn term after a child has started the school, the SENCO contacts the early years setting to give an update on how the child has settled in and to ask any further questions.

Books To Support Children During Transition To School

Starting School, Janet and Allen Ahlberg

Puffin Books ISBN 014050737X

Lucy and Tom go to School, Shirley Hughes

Puffin Books ISBN 0140544151

Do I Have to go to School? A First Look at Starting School, Pat Thomas and Lesley Harker

Hodder Children's Books ISBN 0340894520

Billy and the Big New School, Laurence Anholt

Orchard Books ISBN 1843625830

Am I Too Absolutely Too Small For School?, Lauren Child

Orchard Books ISBN 1843623668

Topsy and Tim Start School, Jean Adamson

Ladybird Books Ltd ISBN 1904351190

Harry and the Dinosaurs go to school, Ian Whybrow

Puffin Books ISBN 0141381213

Spot Goes to School, Eric Hill

Puffin Books ISBN 0140506500

The Gotcha Smile, Rita Philips Mitchell and Alex Aycliffe

Orchard Books ISBN 1860399517

Back to School Tortoise, Lucy M George and Merel Eyckerman

Meadowside Children's books. ISBN 1845394704

For Parents

The Starting school Survival Guide, Sarah Ebner

ISBN1905410875

Getting Ready to start school, Netmums

ISBN 9780755361021

Language maps

This is a simple and practical way to collate information about languages spoken by everyone at home.

- take a piece of A4 paper and put the child's name in the middle
- put the names of parents/carers and significant others [Aunts, Cousins, Grandparents, Childminders, Siblings] who are involved in the child's life around the child's name
- establish whether or not an interpreter is needed. Make sure you have the correct dialect that is needed for the interpreter e.g. Mandarin/Cantonese can cause difficulties if only a Chinese interpreter is requested
- go through each member who has been listed to have a significant impact in the child's world and under their name write the language[s] that they speak
- next, ask who speaks (and writes) which language to whom, for example, parents might speak Twi to each other but English and Twi tothe child and his/her siblings. The children might respond in English only, which is also fine
- there might be a grandmother involved and she may speak to the child and siblings in Yoruba and to her daughter (i.e. child's mother) in a local dialect, the children might reply in Yoruba or English to the grandmother
- use a separate arrow (colours help) going to and from each person with information written along the line about the language they speak to each other
- there will be a lot of arrows going horizontally, vertically and diagonally!
- you can also add in what languages are written by each family member
- this exercise can be extremely effective and does not need information to be repeated over and over again.

Developed for ECaT in Barnet, based on materials produced by Barnet Speech & Language Therapy Service

Language Mapping

Mother

First language:

Second language:

Father

First language:

Second language:

Siblings

First language:

Second language:

Language:

Language:

Language:

Language:

Language:

Language:

Child

Name:

Languages spoken:

Language:

Language:

Language:

Language:

Language:

Language:

Grandparents

First language:

Second language:

Grandparents

First language:

Second language:

Childminder/Nanny

First language:

Second language:

TV/Radio/Books/Nursery Rhymes in home language?

All about me

My name is: _____

My birthday is: _____

Key Information

My name is:
My date of birth is:
I live with:
At home my family speaks:
My pre-school is called:
My Key Person is:
Contact Tel:
Email:
Further information: (eg health needs/additional needs, professionals involve)

Special People



Parent / Carer Page:

Things I / we would like you to know about



Personal, Social and Emotional Development

- making relationships
- self-confidence and self-awareness
- managing feelings and behaviour.

Physical Development

- moving and handling
- health and self-care.

Communication and Language Development

- listening and attention
- understanding
- speaking.

Literacy

- reading
- writing.

Mathematics

- numbers
- shape, space and measure.



Understanding the World

- people and communities
- the world
- technology.

Expressive Arts and Design

- exploring using media and materials
- being imaginative.



Characteristics of effective learning

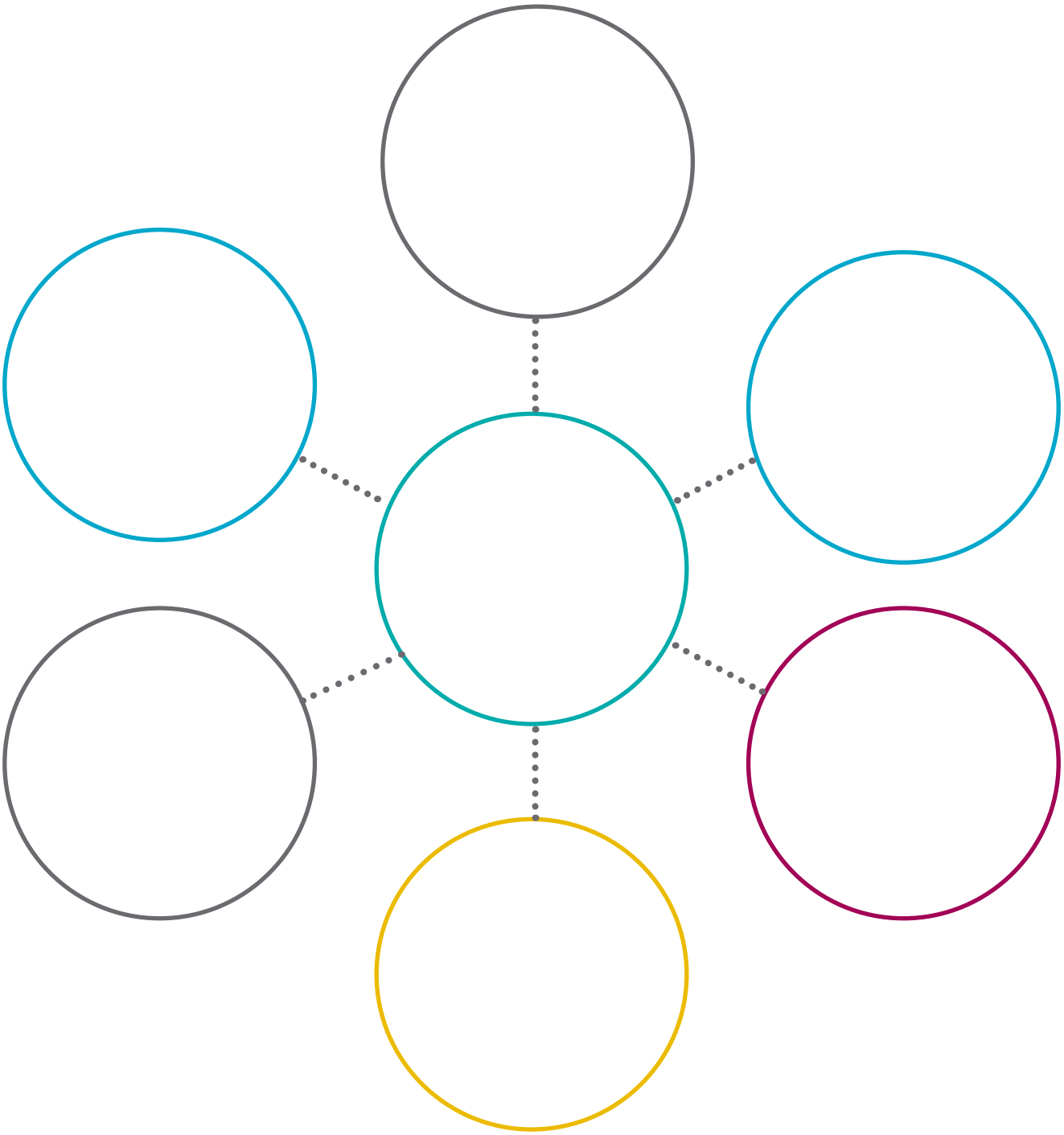
Playing and exploring - engagement

Active learning - motivation

Creating and thinking critically - thinking

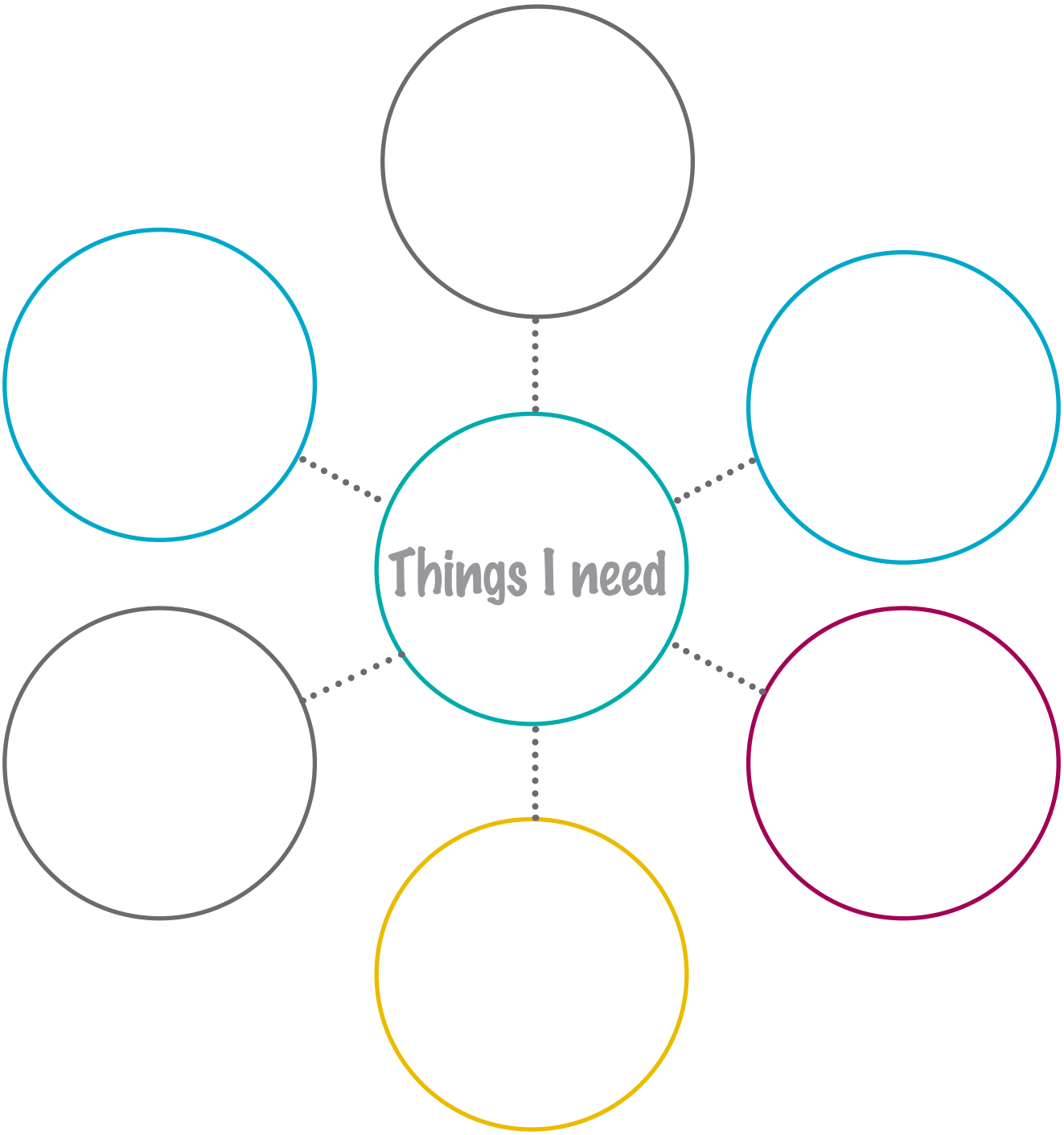


How you can help me



Additional notes:

Things I need



Additional notes:

Transition Record for:_____ D.O.B:_____

Personal, Social and Emotional Development	
Making relationships	
Self-confidence and self awareness	
Managing feelings and behaviour	

Physical Development	
Moving and handling	
Health and self-care	

Communication and Language Development	
Listening and attention	
Understanding	
Speaking	

Characteristics of Effective Learning	
Playing and exploring-engagement	
Active Learning-motivation	
Creating and thinking critically-thinking	

Name of person completing record:	
Date:	

Transition Record for:_____ D.O.B:_____

Literacy	
Reading	
Writing	

Mathematics	
Numbers	
Shape, space and measures	

Understanding the World	
People and communities	
The World	
Technology	

Expressive Arts and Design	
Exploring using media and materials	
Being imaginative	

Parent comments / Additional information

Name of person completing record:
Date:

Transition Record for:_____ D.O.B:_____

Personal, social and emotional development	
Making relationships	
Self-confidence and self awareness	
Managing feelings and behaviour	

Physical	
Moving and handling	
Health and self - care	

Communication and Language	
Listening and attention	
Understanding	
Speaking	

Name of person completing record:	
Date:	

Transition Record for:_____ D.O.B:_____

Literacy	Mathematics
Reading Writing	Numbers Shape, space and measures

Understanding the World	Expressive Arts and Design
People and communities The World Technology	Exploring using media and materials Being imaginative

Characteristics of Effective Learning	Parent comment/Additional information
Playing and exploring – engagement Active learning – motivation Creating and thinking critically – thinking	

Name of person completing record:
Date:

Transition record:

Child's name:	Key Person:
D.O.B.:	Date:

Personal, Social & Emotional Development	Next steps
Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour	

Physical Development
Moving and handling, Health and self care

Communication and Language
Listening and attention, Understanding, Speaking

Literacy	Mathematics
Reading, Writing	Numbers, Shape, space and measure

Understanding of the World	Expressive Arts and Design
People and communities, The World, Technology	Exploring and using media and materials. Being imaginative

Characteristics of Effective Learning
Finding out exploring, playing with, have a go, involvement and concentration, enjoying and achieving, own ideas, make links, choosing way to do things

Parent / Carer Comment

Transition Record for: _____ D.O.B: _____

Early Years Setting:

Characteristics of effective learning	Personal. social and emotional development	Communication and Language development	Physical development
Literacy	**Mathematics**	**Understanding the World**	**Creative arts and design**
Parent comments/ Additional information			

Name of person completing record:	Date:

Protocol for children with Special Educational Needs or Disabilities transferring to school

1. In the summer term invite parents, the school Reception teacher / SENCO and any outside professional involved with the child to a Transition meeting

Relevant proforma:

- invitation checklist
- invitation letters to parent, school and professional.

2. Host the meeting at your pre-school and agree a Transition Action Plan if necessary

Relevant proforma:

- timetable/guidance on holding a Transition meeting
- Transition Action Plan.

3. Prepare and send to the school SENCO/INCO the transition record and copies of all Individual Plans, professional reports and any additional information you have about the child.

4. If you have been unable to hold a Transition meeting it is recommended that you complete the Transition Information Form and send it with all the above to the school SENCO/INCO

Relevant proforma:

- SEND Transition Form
- Professional's Contact Information Sheet.



Invitation Checklist – Transition Meeting

Date: _____

Child's name: _____

Name of setting: _____

List of invitees

Position	Name	Invited	Attending Yes / No	Sent Report
Parent/carer				
Pre-school key worker				
Area SENCO				
Pre-school Teacher				
Speech Therapist				
Educational Psychologist				
Physiotherapist				
Occupational Therapist				
CAMHS				
Health Visitor				
School SENCO				
Reception Class Teacher				

To:	From:

Date: .....

Dear .....

Your child _____ will soon be leaving our pre-school and moving on to school nursery /reception class.

We would like to invite you to a transition meeting on _____ at _____

We will be inviting the school Reception Teacher and/or Special Needs Co-ordinator to come along to this meeting, as well as any other professionals who support your child.
It will give us all a valuable opportunity to discuss your child's progress and to plan together for a smooth and successful transition into school.

We do hope that you are able to come, as we greatly value your views.

Yours sincerely

.....

Please complete and return to the pre-school.

Transition meeting for _____(Child's name)

I will / will not be attending my child's transition meeting on _____ at _____

Name: _____ Date: _____

To:	From:

Date: .....

Dear .....

Re: ..... D.O.B.: .....

This child currently attends our setting and will be starting in your school nursery / reception class in September.

He / she is currently identified as having some additional needs

I would like to invite you to a transition meeting on ..... at .....

This will be a valuable opportunity to meet with parents and other professionals involved and it will ensure a smooth and successful transition into your school.

I look forward to seeing you.

Yours sincerely

..... (Special Educational Needs Co-ordinator - SENCO)

Please complete and return to the pre-school.

Transition meeting for ..... (Child's name)

I will / will not be attending the transition meeting on ..... at .....

Name: ..... Position: .....

School: ..... Date: .....

To:	From:

Date: .....

Dear .....

We / I would like to invite you to the transition meeting for .....

D.O.B.: .....

To be held on ..... at .....

Venue: .....

He / She is currently identified as having some additional needs and will be transferring to nursery/ reception in September.

At this meeting we will be discussing progress and next steps, as well as any actions needed to ensure a smooth transition into school.

As a professional involved with this child your input is of great value.

If you are unable to attend in person we would very much appreciate you sending us any current reports or contacting us with any updated information In this way your views and suggestions can be fed into the meeting and the subsequent planning.

Thank you

Yours sincerely

Transition meeting timetable

When holding a meeting like this it is very important to use the time **effectively** and to keep to a **brisk schedule**.

It is the role of the chairperson to keep the meeting focussed and to timetable.
The setting SENCO or Manager can take on this role and support is always available from the Area SENCO.

It is important to be well prepared so that the meeting runs smoothly.

Before the meeting

Ensure that the practicalities are taken care of, for example:

- cover for staff
- space to meet
- enough chairs/tables
- water etc.

Make sure you have discussed the child's progress amongst the pre-school staff and have already considered what you would like to say, ask or discuss. It is helpful to write a few notes to take with you.

Have all the relevant paperwork to hand and fill in the administrative details before the meeting.

It may be helpful to have a copy of the meeting's timetable for everyone to see. This will help everyone to know what to expect and it may help to ensure that everyone is brief and to the point.

Remember:

- try to give everybody at the meeting an opportunity to speak and be sensitive to how parents/cares in particular may be feeling
- copies of the Transition Action Plan should be sent to all those involved whether they attended the meeting or not.

Transition Action Plan

Child's name ..... D.O.B. .....

Early Years Setting .....

School .....

Action	By whom and when
For example, photo books, extra visits, settling in plan, resources, access, training, staffing)	For example, parent, setting, school, professionals, dates, timescales)

SEND Transition Form

(To be completed by Pre-school SENCO / key worker or manager)

Child's name ..... D.O.B .....

Name of setting: .....

Name of SENCO / Manager: .....

Name of Key Person: .....

Telephone number: .....

Email: .....

Main area/s of special educational need or disability	
1. Cognition and Learning	☐
2. Emotional, Social and or Behavioural	☐
3. Communication and Interaction • Language and Communication • Autistic Spectrum Condition	 ☐ ☐
4. Sensory • Hearing Impairment • Visual Impairment	 ☐ ☐
5. Physical and Medical	☐

Checklist of enclosed documents

For example, Individual Plans, Health Care Plan, Professional/s report/s

Document/s (please list)	Date	Enclosed	Not available

Names and contact details of those involved with the child

Professionals involved/role	Contact details	Days Available