

Kirklees guidance for transitions in the Early Years



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Section 1: Context and purpose

Right from the start, babies and young children manage changes in their lives on a daily basis. When small changes are supported by responsive, knowledgeable adults, children will gradually discover that the world is a safe and predictable place. As strong and competent learners, this will stand them in good stead when faced with the challenge of experiencing the bigger changes that will inevitably come their way.

Young children are faced with several transitional changes before they reach the age of 5 or 6. These can include transferring from home to a childminder or into a pre-school setting for the first time, starting in a Reception class and also as they progress through the Foundation Stage into Key Stage 1. Children will respond in different ways, some with confidence, others with more apprehension, but so many adjustments are likely to have profound and long lasting effects if the importance of maintaining coherence and continuity is not well understood. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitive planning and preparation.

Seamless Transitions – supporting continuity for young children's learning – National Strategies 2006

Aims

The main aim of this booklet is to provide guidance for all early years practitioners based on researched effective transitional practice that supports children and their families during that process. This guidance is relevant for all transitions from the PVI sector into maintained provision, children moving from one school nursery to another school reception class and also children at the end of the Foundation Stage moving into Key Stage 1.

These guidelines outline the expectations when managing transition. Many settings and schools will already be working together to plan a positive transition for their pupils. It is expected that the needs of children and families are considered and jointly planned for during these important stages by both the pre-school providers and the school.

When the term pre-school is used it is the definition for any setting or childminder that is providing care and education for a child in the term before the start the first year in school.

Why quality transition is important

Starting school and moving into a new class is a process that millions of children go through worldwide every year and it is a period of time that is filled with a range of emotions for both the child and the parents or carers. It is generally viewed as an expected stage in every child's life and many children see the challenge of starting school a positive experience (Fabian, H 2007 and Moss, P 2007) But research also shows that too many children experience starting school as a culture shock (Brostrom, S 2007).

This first experience children have of school has a great impact on their progress and future schooling (Margetts, K. 2007). For many children the change of setting and sense of moving on acts as a stimulus for development but if they find this change too abrupt there is a risk that the child will regress (Bennett, J 2007).

A key aim of any transition programme should be that it supports the child and family to feel suitable in the new environment (Brostrom, S 2004). This in turn will help the child to feel secure, confident and in a position to tackle the challenges ahead. It needs to be considered as a process and not a one off event.

'The effectiveness and quality of programmes depends largely on communication and collaboration between all people involved in the process' (Margetts, K 2004)

Section 2: What is quality transition?

Considering the unique child

It is a requirement for each key person to provide a Summary Statement for each of their key children at the point of transition. (This is an inclusive part of the Kirklees Transition form) This needs to indicate the developmental level the child is currently working in across all areas of learning, reference to the characteristics of Effective Learning and any particular interests or needs of the child. It is crucial to share any specialised family needs or additional support that the child has required whilst in that setting or class and may still require after the move. Any children who have identified additional needs will require a more rigorously planned transition. (Refer to the Transitional Plan for children with an additional need pro-forma). The key person is in a position to provide a single point of information during the transition process for the child, parent, and the new key person or practitioner in the Reception or Year 1 class.

All practitioners involved in transitions need to recognise the importance of giving a child who is moving to a new setting without any peers special consideration when planning their transition process. Evidence from the Kirklees Research Project makes it clear that children feel much happier if they know other children around them as this supports them in settling more successfully.

For more information on the importance of the key person role throughout the Early Years Foundation Stage please access the National Strategies 'Social and Emotional Aspects of Development' document, available from the DfE.

Key questions:

- What play choices do the children make?
- What is the child really interested in?
- How do they enjoy learning?
- What can the child do now? What are you trying to do next?
- Do they have specific individualised needs?
- What do parents and carers tell you about the child?
- Would the child benefit from additional transition activities?
- Are any of the child's friends moving to the same school?

Effective communication and partnership working

There are many people involved with the child as they start school and lots of information that needs to be transmitted. This involves a co-ordinated agreed process between the feeder setting and the school. Pre-schools and schools can have differing approaches to early years education, mainly due to differences in organisation, buildings, ratios and age and stage of the children. It is vital that these differences are discussed openly and professionally. This will allow them to be taken into account and planned for so that children and families have a smooth transition experience. It is good practice for settings to have a Transition policy that can be agreed and shared with the feeder schools.

If schools and settings have good links then the pre-school can support the parents before the child starts school by signposting to appropriate support and guidance (O'Hara, M 2008).

Parents play a key role in supporting their child to feel comfortable with the transition process. It is important that children and parents are given opportunities to familiarise themselves with the school environment so they can start building relationships with the key members of staff. Parents and carers need to have clear information about what will be happening and what their role will be in the process.

Key questions:

- Do parents have opportunities to visit the school with their child?
- Is information shared with parents in a timely, accessible way?
- Are parents given opportunities to ask questions throughout the process?
- Do all staff have the ability to communicate with the child and their family?
- Are home visits made?
- What links do you have with local schools / pre-school providers?
- Are pre-school practitioners aware of the 'settling in' process for the school?
- Are settings and schools open about the differences in style and approach to early years education?
- How do you communicate with parents/carers who are developing bilingual skills?
- Do you have a transition policy?

Section 3: Transition activities

Planned transitional activities that address the differences children and families will experience are the central theme to a quality transition process (Margetts, K 2004). Transition activities give children and families opportunities to find out information about the new school and become familiar with new routines and people. The Kirklees transition research project discovered that parents are firstly concerned about the practicalities of when their child would start and what they would need. This was closely followed with them seeing the importance of their child visiting the new school and getting to know the class teacher and other early years staff.

Early years practitioners identified the main barriers to them providing a quality transition process as a lack of communication and information about each other. This can be rectified through thoughtful two-way liaison and the planning of transition activities.

If transition is to be effective for children and parents it is essential to confirm that a registration has actually been made at the identified school and that there is a place reserved for that child. It can be a very distressing experience if children are visiting a school that they are not going to attend.

Sensitive handling of the transition process is vital when parents are appealing for a school place as decisions are frequently made at the last minute.

Orientation visits

If the child is unsure of the rules of the setting it can prevent them from accessing learning opportunities through lack of knowledge about the environment. This could be where they hang their coat or place their lunchbox. Orientation visits to the new school with either parents/carers or the key person help to address this. Pre-school practitioners can strengthen and embed information discussing it with the children and using photograph books provided by the school.

New buildings also provide a challenge for small children. In some pre-school settings there may not have been the facilities for children to independently access the toilets. In the new building the toilets may be located away from the classroom and the expectation is that children will access them independently. There may also be larger outdoor spaces to contend with increased numbers of 'bigger' children that can be quite daunting for a young child.

Lunchtimes and snack times may have been earlier than in school. If a child is hungry this will affect their concentration level and mood until the adjustment is made. There is no need for settings to adopt the same routines but the awareness of difficulty can make it easier for the child through practitioner understanding.

Shared events

A child visiting their new school is seen as vitally important by parents and early years practitioners (Brostrom, S 2004). Where good relationships have been established the pre-school and school could arrange a joint activity which includes the parents or carers, such as a picnic prior to the end of the term. These 'getting together' opportunities do not necessarily need to be a one off special event involving considerable organisation as 'getting together' can happen as a matter of course throughout the year e.g. children being invited to a puppet show or a fire engine visit that is occurring in the school. This provides a more gradual approach to transition and assimilation of relationships.

Networking hubs

There are some examples of good transitional networking practice which are now well established in parts of Kirklees. This model brings together practitioners from PVI feeder settings and schools within a local area to hold regular network meetings over the year as well as providing opportunities to visit the settings and schools as venues. Childminders also link into these networks as they have a range of local knowledge to share. These hubs are very effective, have a multi-purpose agenda but are based on a transitional focus. They also offer diverse opportunities to share and observe practice e.g. approaches to phonic development or moderation of developmental evidence and judgements.

You may need to be proactive in making the first contact with a setting or school but the responsibility of transition is two-way.

Information sharing

The information provided in the Kirklees Transition Form is the minimal requirement at the point of Transition. A key element of effective practice already adopted by many school early years practitioners is to make visits to the pre-school setting to meet the children, and discuss formative evidence and children's progress with the key person. This provides an on entry assessment picture to enable continuity of learning to be planned for.

During the visit friendship groups can also be considered. This is a highly successful method of communication and dissemination of information. Similarly, home visiting is an equally valuable exercise, well worth the investment of time.

Providing a quality transition process should not be underestimated for the impact it can have on a child's learning and development. It is widely recognised that if a child feels secure during and after the transition process that they are more likely to engage with their new environment in a positive way and access the learning opportunities more readily.

Completing a quality transition process takes time and thoughtful planning. For this to take place managers and headteachers need to prioritise appropriate time and support for their key workers and early years staff and teachers. Having an agreed transition policy demonstrates effective shared practice.

Key questions:

- Have early years practitioners familiarised themselves with the old and new setting to identify where the differences will be for the children?
- Is the child moving with any of their previous peer group?
- What time did children have lunch / snack?
- How did they access the toilet or hand washing facilities?

Effective transitional practice – Pre-schools and childminders

- Identify a transition co-ordinator to liaise with schools
- Share photographs of the local school and early years environment
- Arrange visits to school for the pre-school children
- Hold picnics for pre-school children to get used to packed lunches
- Promoting self-service at lunchtime so children are used to making food choices which will support them if they have school lunches
- Sharing books and stories about school
- Encouraging children to develop independence when putting on their coats/shoes and with personal self-care
- Create a book about the setting and send to the local school
- Children can paint or make pictures that can be taken on a visit to the school to be displayed
- Include props in role play – items of school uniform, lunch trays, lunch boxes and utensils

- Children accompanying staff to drop off and pick up children at local schools
- Attending school events and seasonal celebrations
- It is also important to consider the children who are not yet old enough to move to school – how are they feeling about their peers leaving?

Effective transitional practice - Schools

- Identify a transition co-ordinator to liaise with pre-school providers
- Make visits to pre-school settings and / or home visits
- During a visit to pre-school read a story with the children which can be read at the beginning of the term in school
- Ensure that you have links with local childminders so children are not missed when sharing information with providers
- Ask Pre-school providers for details of routines so you can be aware of discontinuities between the two
- Arrange a variety of opportunities for the child / parents to visit the school e.g. supported visits (pre-school practitioners)
- Take pictures of the children during the visit and create a picture board of the new class when they start
- Provide clear transition information for each pre-school provider so they are aware of what will happen at the beginning of the new term and they can then provide extra support for children and families
- Provide parents with clear information about the settling in policy – half days to full days and the parent's role on the first day
- Share transitional information with the breakfast and/ or after school club if appropriate

Key questions:

- Is the impact of a positive transition experience acknowledged with the school / setting?
- Is transition given priority at appropriate times of the year?
- Is there ongoing communication between providers through the year?
- Do Governors, Committee Members, Managers and Head Teachers give transition the time it needs?
- Are the contributions from every provider and parent valued?

Examples of transition activities

Transition activity for pre-schools and childminders	
Aim	To create a song book with the children
Learning Objective	To talk about and share children's favourite songs with their new school
Resources	Paper, mark making materials, song and rhyme picture books
Activity	<ul style="list-style-type: none"> • Talk about and share picture books with the children about their favourite songs and rhymes • Compile a book of the children's favourites, using photographs of the actions, children's drawings and comments • The book can then be shared with the schools children will be attending
Links to the EYFS	<ul style="list-style-type: none"> • <i>PSED</i> - Self-confidence and self-awareness, Making relationships • C & L - Speaking, Understanding • Literacy - Reading, Writing • Expressive Arts and Design - Being Imaginative

Transition activity for pre-schools, childminders and schools	
Aim	To hold a joint picnic at the school
Learning Objective	To consider what needs to be done for the picnic including preparation of food they would like to take to share.
Resources	Invitations for the pre-school children and parents, picnic food as agreed with the children, space and time to hold the picnic
Activity	<ul style="list-style-type: none"> • Reception children can design and write picnic invitations to the local pre-school or childminder • Pre-school children can send back acceptance letters or pictures to the school • In each setting children can plan what they wish to take to the picnic as a group, buy and prepare the food in time for the picnic • Pre-school children can walk to the local school and sit with the reception children to eat the picnic • A few simple party games could be organised
Links to the EYFS	<ul style="list-style-type: none"> • <i>PSED</i> - Self-confidence and self-awareness, Making relationships • C & L - Speaking, Understanding • Literacy - Reading, Writing • <i>UW</i> - People and communities, The World

Transition activity for schools	
Aim	To produce a photograph book with the current reception class
Learning Objective	For children to consider what they think it is important for the Pre-school children to know about when they start school.
Resources	Digital camera, computer and printer, paper, writing materials
Activity	<ul style="list-style-type: none"> • Ask the children to consider what they would like to tell the new children who will be coming into their class as they move into Year 1. What would it be useful for them to know? • Support the children to walk around the school and setting to take pictures of the most important areas such as the door they will use in the morning, the coat pegs, toilets, carpet area, lunchtimes and key staff • These can then be printed and collected into a book with children comments and sent to the feeder settings for the pre-school children to look at with their peers and key person (If the books are digitally produced they will be easier to replicate for the feeder settings)
Links to the EYFS	<ul style="list-style-type: none"> • PSED – Self-confidences and self-awareness • C & L – Speaking, Understanding • Literacy – Writing • UW – Technology

Section 4: Links to the Early Years Foundation Stage (EYFS)

Principles for Enabling Environments - ‘Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers’

Development Matters in the EYFS – DFE 2012

The EYFS is the statutory framework published in 2012 by the DFE that sets the standards for the development, learning and care of children from birth to five within early years settings for planning and assessment purposes. Most children complete the final year of the Foundation Stage in a reception class or early years unit and so curriculum continuity is paramount. As learning is a continuous process overlapping the EYFS into Year 1 is effective practice as it supports the individual learning and developmental needs of the children.

The Statutory Framework of the EYFS requires providers to facilitate a two-way flow of information about children’s development and progress with parents and /or carers, as well as between other providers if the child is attending more than one setting.

‘Transitions should be seen as a process not an event, and should be planned for and discussed with children and parents. Settings should communicate information which will secure continuity of experience for the child between settings’

Practitioner Guidance for the EYFS 2007

Section 5: Effective transition from Reception to Year 1

The size of the school and numbers of pupils in each cohort mean that class arrangements can differ widely from one school to another e.g. Mixed R and Yr 1, mixed R, Yr 1 and Yr 2 classes making transition a unique consideration for each circumstance.

However fostering high levels of motivation and a positive disposition to learning are key requirements if children are to make good progress within the EYFS. This places a huge responsibility on practitioners to nurture a young child's natural desire to learn and this responsibility continues for the teacher in Year 1. The EYFS guidance states that children are entitled to a curriculum that is relevant, one that builds on their interests and what they already know, understand and can do. A child's learning journey as they move into Key Stage 1 needs to be continuous and flexibly tailored to their individual needs.

There is a statutory requirement to complete the EYFSP for each child at the end of the reception year. This provides parents and carers, practitioners and teachers with a well-rounded picture of the child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. A copy of this profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning must be given to Year 1 teachers. These should inform a dialogue between the reception and Year 1 teachers about each child's stage of development and learning needs to assist with the planning of activities in Year 1.

It states in the EYFSP handbook 2013 that: **'The primary purpose of the EYFSP is to provide a reliable and accurate assessment of individual children at the end of the EYFS'**. It goes on to say that the EYFSP data should be used:

- to support a smooth transition to Key Stage 1 by informing the professional dialogue between EYFS and Key Stage 1 teachers and
- to help Year 1 teachers to plan effective, responsive and appropriate curriculum that will meet the needs of all the children

The transition between the EYFS and Year 1 should be seamless. EYFS practitioners and Year 1 teachers should work together to ensure that children's learning experiences in the final year of the EYFS are valuable in themselves, and prepare the ground for their move to Year 1. It is important that Year 1 builds on the successful principles and approach encapsulated in the EYFS.

'Points of transfer are a critical time for young children and need to be managed sensitively by schools. Successful transition relies on a high degree of continuity and consistency in approach. This requires adults working with young children to have a clear understanding of the principles of the Foundation Stage and those aspects that will need to be continued into Year 1'

Key Elements of Effective Transition, 2005

For a child's learning the differences between EYFS and Key Stage 1 is of secondary importance. What is important is that the practitioner is clear about what the child needs to learn next. The Foundation Stage offers many effective features of good early year's practice that can be shared with Key Stage 1:

- Curriculum relevant to the child / children's needs and interests
- First hand experiences
- Learning using senses and movement
- Playing and exploring
- Active learning
- Creating and thinking critically

- Extended learning opportunities outside
- Organisation that allows independence
- Partnership with families and carers
- Observation led assessment

Effective communication and partnership working

Involving and sharing information with parents is an ongoing expectation especially at this point of transition as it underpins good practice and the continuation of relationships established in the Foundation Stage should be a consideration when deploying support staff.

The Foundation Stage Co-ordinator has a key role to play in the management of curricular continuity between Foundation Stage and Key Stage 1. A close ongoing working relationship needs to exist between the Reception and Year 1 practitioners (plus the F.S Co-ordinator if this is another member of the staff) through regular meetings, planning reviews, and sharing of practice through professional development opportunities. This partnership also enables the effective transfer and interpretation of information, including FS Profile data, Records of Achievements, progress summaries, samples of work, literacy and numeracy records. It is essential that quality time is allocated for consideration and assessment of this evidence so that appropriate planning can be put in place.

It is important to recognise that some children will still be ‘emerging’ or working towards early learning goals so that this can be accommodated and reflected in the planning. As there is no direct correlation between the EYFS and the National Curriculum levels, schools should use the EYFS profile as a starting point and not attempt to convert this to a National Curriculum level. A transition to assessment using National Curriculum Descriptors should be made in Autumn Term 1.

Continuous curriculum/provision

Transition into Key Stage 1 can be phased over time through shared activity days and opportunities for the reception children to spend specific sessions in the Year 1 class, but many schools have already extended work on the ‘Continuous Curriculum’ which embeds transition by building on the philosophy and practice already established in the Foundation Stage. It aims to encourage children to continue to develop confidence in themselves as learners through the provision of opportunities for independent learning, responsibility and evaluation of their own learning.

Transitions need to be carefully planned and reviewed as do other aspects of school life, if they are to be successful. Ideally a child’s journey through each phase, and from each phase to the next, should form a continuous seamless progression. Ideally as children move through the school the balance gradually shifts between the Continuous Curriculum, led by the children, and the taught curriculum, led by adults – the emphasis given to each is dependent on the child’s stage of development and needs.

Key questions:

- What is the same in Year 1 and Reception?
- What do children experience that is the same?
- Who do they encounter?
- In what ways do leadership and management influence a smooth transition from Foundation Stage to Key Stage 1?
- How does the organisation of space and resources foster independence?
- Do Key Stage 1 practitioners have a shared knowledge of the Foundation Stage curriculum and principles?

Section 6: A guide to completing Kirklees transition forms

All providers must ensure that all sections of this form are completed and sent to the relevant school by the first week in July. This is a delegated condition for settings in receipt of the *Funding for Early Education and Childcare* (FEEC). This deadline allows time for schools to request any further documentation from the feeder setting and finalise class lists.

Electronic and paper copies of the transition form will be sent out to settings prior to transition dates and they will also be available on the Traded Learning Service website.

Front page (see page 14)

- Complete the child's name, setting and key person details
- If you have not yet confirmed which school the child will be attending, please hold onto the document until this is clarified. (This may be due to an appeal or parental choice)
- If a child has an SEN or disability additional information will be required.
- When sending additional information for a child with SEN or disability you will need the parents signature on the form
- If you are enclosing additional information for a child with SEN or disability it is expected that they will have an agreed **Transition Plan** in addition to the transition form. (Refer to Page 22)

Parents/carers page (see page 16)

The key person should request that parents or carers fill this section in. The key person can support the parents or carers to do this; ideally the forms are completed in the setting.

- **Tell us about your child**
This is an opportunity for parents to share their thoughts on what their child likes and dislikes, where they prefer to play (e.g. garden or park) their favourite stories, books, toys, games when at home.
- **Things we need to know about your child**
Does the child have any allergies, are they taking any medication or are there any dietary requirements?
- **Please tell us about the members of the family.....**
Do they have siblings and what are their names and ages? Or maybe they live with extended family or have lots of pets that the child may talk about. The grandparents may be collecting the child from school on certain days of the week.
- **Other useful information:**
This can include religion or languages the child speaks / understands. It also may be languages the child is exposed to through the wider family and friends.

Summative statement and EYFS progress summary sheet (see pages 15 and 17)

These sections of the form are completed by the key person. When completing these sections refer to the child's Development Matters tracker and Record of Achievement (formative evidence) and the EYFS Characteristics of Effective Learning

The purpose of the summary statement is to provide a short holistic overview of the child's development at the point of transition. This format may be used at other times to share information with parents but it is only an LA requirement on transition to the maintained sector.

Similarly the EYFS progress summary sheet can be used to track progress from entry into the setting by completing it as a baseline and at other key times. Only completely fill a box if you feel the child is fully competent with that development matter – if you have partial evidence towards that statement – enter a P or half fill the appropriate box on the chart.

Transition Form

Name of child:

Date of birth:

Current setting:

Entry date to current setting:

Setting address:

.....

Setting phone number:

Setting e-mail address:

Key person:

New school/setting:

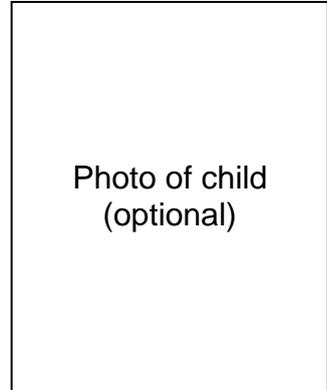


Photo of child
(optional)

EYFS Progress Summary Sheet is attached (please tick)	
--	--

Information that you have to share on request			
	Please tick where applicable		Please tick where applicable
Observations / Formative evidence / Record of achievement file		Development matters in the EYFS - Formative assessment tracker booklet	
Information provided by the parent (please specify)		Individual education plans	
Looked after child / Personal education plans		CAF	

Additional information <u>enclosed</u> - for children with an SEN, disability or medical need			
	Please tick where applicable		Please tick where applicable
Health care plans		Statutory assessment information	
Medical reports (for example GP / paediatrician)		Reports from outside agencies (for example speech therapist)	
IEP		Transition plan	
Other relevant information			
Signed (parent/carer)			
Signed (SENCO)			
Signed to acknowledge receipt (school/setting)			

Summative statement at the point of transition

(To be completed by the key person)

What are the child's key strengths and interests?
Prime areas of development summary: Personal, social and emotional development Communication and language Physical development
Specific areas of development summary: Literacy Mathematics Understanding of the world Expressive arts and design
Has the child needed additional support in specific areas of development and how have you been supporting them?
Any other additional information.....

Name of key person: _____ **Date:** _____

Parents / Carers page

Tell us about your child.....

For example: What do they enjoy doing? Do they have any specific likes or dislikes?
What do they prefer to be called? Do they have any friends who will be in the setting with them?

Things we need to know about your child.....

For example: Do they have any allergies? Are there particular foods they do not like to eat? Are there any medical needs we need to be aware of? Will they need support with personal care?

Please tell us about your family or carers....

For example: Family members and/ or other adults important to the child? Can you tell us about the languages spoken at home? Is there any other information that you would like to share?

Name of parent/carer: _____

Signature of parent/carer: _____ Date: _____

Name		Date of birth	
Setting		Key person	

Area of learning	PSED			Communication and language			Physical development		Literacy		Mathematics		Understanding the world			Expressive arts and design	
	Making relationships	Self-confidence and self awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Reading	Writing	Numbers	Shape, space and measure	People and communities	The world	Technology	Exploring and using media and materials	Being imaginative
Phase																	
Birth – 11 months																	
8-20 months																	
16-26 months																	
22-36 months																	
30-50 months																	
40-60+ months																	
ELG																	

	Date			Date			Date			Date	
	Date			Date			Date			Date	

Transition plan for a child with additional needs

Date:

Name of child		DOB	Stage on SEN code of practice
Name of setting		Name of school	
Named contact		Named contact	
Telephone		Telephone	
Stages	Actions	Who	When
1			
2			
3			
Monitored by:		Date of next review:	
Parent consent to share information			

Guidelines for 'Transition plan for a child with additional needs'	
	Actions
1	Initial conversation regarding transition, for example: <ul style="list-style-type: none"> • Setting to invite school and other agencies involved to IEP review. • Share information and discuss transition needs. • Arrange dates. • Agree who will monitor the plan.
2	Resources needed to support transition for example: <ul style="list-style-type: none"> • Setting to visit school to take photographs • Make resources and introduce them in the setting • Arrange dates for visits to school and for school to visit setting
3	Supported visits for example: <ul style="list-style-type: none"> • School to visit setting to introduce themselves to children • Setting to support visit/s to school
<p>The timescale of this plan can be used as to whatever meets the child's needs. Term/half term or weeks It can also be used as a working document agreeing each stage at a time.</p>	

Section 8: Resources and further references

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