

# Smooth Transitions in the Early Years: a Good Practice Guide

*Produced jointly by Early Years Teams including Schools, Pre Schools, Day Nurseries, Nursery Schools, Parents, Children's Centre Teacher, Child Care Development Officers and Foundation Stage Advisory Teachers for children and families with additional needs.*

## Introduction

This guide is designed to support all Early Years practitioners in Central Bedfordshire to prepare children for transition\*. The guidance has been compiled in accordance with government legislation and guidance.

Smooth transitions within the EYFS depend on a commitment from all professionals involved to develop positive communication links. In order to promote continuity for all children experiencing transitions between settings, it is important that there is a shared approach between all those professionals involved.

**\*transition – for the purpose of this document, refers to any changes in provider that a child may experience, in particular the transfer of children to school.**

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# Key principles for good practice in supporting successful early years transitions

## Unique Child

- Recognise that all children, can be vulnerable at times of change, particularly those with additional needs e.g. those with a Special Educational Need (SEN) or a child in care. Planning for these children will need additional, flexible support.
- Prepare the child for change. It is important that all children experience a positive transition. With appropriate preparation and understanding, children are more likely to feel secure and settle more easily into their new environment. It is here that the Early Years Summary/Transfer Form can act as a supportive tool within the transition process.

## Positive Relationships

- Transitions can be eased by careful proactive planning, sharing of information and mutual visiting between parents, carers and professionals.
- Listen to and acknowledge the important role of parents and carers throughout this process
- Work together. An essential element of an effective transition is for settings and schools to work together, to establish a clear understanding of one another's aims, purpose and philosophy.
- Offer a range of opportunities for parents/carers to access information about the transition process, e.g. open days, information events, consultations, newsletters.

## Enabling Environments

- Children cope better with transitions when conditions are similar, communication is encouraged, and the process of change takes place gradually over time
- The emotions that come with change can be successfully handled by children when their new setting/school has a clear, welcoming procedure.

## Children Learn and Develop in Different Ways and at Different Rates

- Ensure that consideration is given to the child's holistic needs. It is important to ensure that the continuity of children's experiences involves all aspects of their care and learning
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## Guidelines for good practice

When preparing a child for school, it is important to remember that the preparation is not about assessing his/her academic skills. It is about helping him/her to develop positive self esteem and confidence. A positive disposition will promote a child's readiness for school.

- Visiting the new setting or school plays an important part in dispelling fears of the unknown. Encouraging the child to use a digital or disposable camera on such visits can help to make the environment more familiar for the child. This supports a personalised approach and the autonomy can be very empowering for the child. The photographs can then be shared by the child and discussed in the security of a familiar setting.
  - Where an individual child transfers to a new setting, for example after moving house, the principles of good practice remain the same. The setting should aim to offer the same positive transition experiences.
  - Effective communication with parents and carers is crucial in ensuring a smooth transition; children may disclose their concerns at home. Staff and parent relationships need to be positive to ensure that this information is shared in order that the appropriate support is offered. Ideally parents, including fathers, should be involved in any planning as parents have a wealth of knowledge that professionals can draw on.
  - The key person has a particular role to play in supporting and preparing the child for transition; particularly children who may experience feelings of sadness and resistance before leaving a setting, especially if he/she has been there for a very long time.
  - Use stories to explore the new situations that the child will experience when he/she moves. Stories, particularly open ended ones, can empower a child to reason and problem solve independently.
  - Acknowledge a child's relationships with both adults and children. Having friends in the same class may help children adjust to the demands of the new environment.
  - Recognise that a child needs time to settle and that a period of regression is quite normal, for a child to stand and watch before joining in is quite usual and appropriate.
  - Regular transition meetings between settings and schools enable important information to be shared and transition arrangements agreed.
  - A Transition Policy will help clarify the process of transition for all stakeholders and ensure that they are clear about the principles and practice. A suggested model policy is included in the Appendix.
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## Involving Parents and Carers in the Transition Process

In order to develop a shared understanding and an equal partnership, communication between setting, school and parents/carers is essential during the transition process. Parents and carers are their child's first and foremost educators. We need to listen to what they can tell us about their children and accept that as parents and carers, they have a wealth of knowledge that we would do well to heed. We need to be knowledgeable about a child's ethnicity, language and dialect, community and locality if we are to offer them familiar sights, sounds and experiences that will help them settle. Sending a child to a new setting or class can be a daunting experience for parents and carers as well as children! Many parents and carers bringing their children to a setting for the first time may have unhappy memories about education and institutions. It is vital that we put ourselves in their position and look closely at how we can make our settings and schools welcoming and less threatening to new parents so that they, in turn, can give positive messages to their children.

Parents and carers are keen for their children to be happy and successful at school. They want to know that:

- their child will be safe and nurtured
- the school/setting will value the learning from home
- the school/setting will respond to and value children's cultural background
- the school/setting will respond to the needs of their child – particularly if they have disabilities
- the school/setting will get to know their child and respond to their uniqueness.

Involving a parent/carer fully in the transition process can reduce anxiety greatly for them and for their children.

## Children Who Attend More Than One Setting

Some children will attend more than one setting during the course of the day, for example a breakfast club, school, after school club and/or a childminder. For these children it is vital that all practitioners work in partnership to exchange information. The Summary/Transfer Form should be completed by the setting where the child spends most of their time in collaboration with other provider information. Other settings attended by the child may complete a Summary/Transfer Form should they wish to.

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## Children with Additional Needs

The current SEN Code of Practice (2001) defines a child with a learning difficulty as a child who has greater difficulty learning than the majority of children of the same age or has a disability which prevents or hinders the child from making use of educational facilities provided for children of the same age.

Transition should be seen as a process which involves parents/carers, child, setting and receiving setting. (EYFS 2008) A child's transition from home to a preschool setting or from a setting to school can be an anxious time, particularly if there are additional needs with regard to their development of speech and language and communication, health and physical needs or general development. Periods of change can be made less daunting if parents' and carers' views are respected and they feel that they have made a suitable contribution to what will happen when their child moves to a new setting.

- During a child's time in a preschool setting the setting Special Educational Need Coordinator (SENCo) and the child's key person will have had regular meetings with parents or carers for discussion and to facilitate liaison with other professionals.
- As preparation for transferring to school a transition meeting for parents with the SENCo at the school and, when appropriate, other professionals supporting the child should be arranged. The transition meeting is a partnership between parents/carers, preschool setting and school.
- Outside agency reports and records such as completed and current Individual Education Plans are an important addition to the Early Years Transfer Record and should be passed to the school or new setting when the child leaves.
- Medical care plans and any relevant adjustments should be discussed at the transition meeting.
- Some children with additional needs may require extra visits to their new school prior to the term before starting. These can be arranged during the transition meeting at the school as well as any additional support such as a new visual schedule or tailored admission plan to ensure a smooth transition.

Please refer to the Transition Plan included in the Appendix.

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## Looked After Children

A child is considered Looked After if:

### **1) They are accommodated (Section 20)**

The young person is looked after by agreement with the parents, there are no court proceedings and parents retain parental responsibility (PR)

### **2) They are the subject of an Interim or full care order (Section 31 or 38)**

This is made if the court thinks a child is likely to suffer significant harm. A Care Order gives social services PR which is shared with the birth parents.

### **3) They are remanded into care by the court Good Practice**

As Looked After Children can have a number of care placements they may, as a result, have more changes in education placements. It is important that extra vigilance is given to any issues in development so that these can be identified and an early intervention provided to ensure potential is maximised.

Where transitions occur there may need to be an enhanced programme of visits provided to enable the child to make new attachments with staff and become comfortable in the new provision. Each provision should have a coordinator responsible for Looked After Children who acts as the main contact for social workers, carers and any other professionals involved whilst the child is at their provision. A good transition would involve a sharing of information between the two provision co-ordinators or the Designated Teacher in a school setting.

Each local authority is responsible for monitoring the educational progress of the children they have in their care referred to as “belonging” to them. You may have Looked After Children on your roll from more than one local authority. Each authority will have their own system for organising and recording this progress and their social workers or Personal Education Plan Co-ordinators will provide appropriate documentation.

All Looked After children aged 3+ are required to have a Personal Education Plan (PEP) which records both care planning information as well as educational next steps to ensure appropriate progress is made. It is proposed as part of our authority’s early intervention strategy to introduce the PEP from the term after the child’s third birthday.

In order to make this easier in Central Bedfordshire it is proposed that we use the new transition form as part of the PEP to maintain a clear understanding of how the child is achieving, this can easily be passed on to any new provision should the child move outside of normal transition times and will only need updating at the end of the pre-school provision. This should be used for all children who “belong” to Central Bedfordshire.

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## Timeline for Transition in the Early Years (Setting to School)

The routines and processes in place that support the all transitions must be flexible to ensure the needs of individual children and their families are met. Where possible children will need time to become familiar with their new surroundings, at their own pace and with support from their key person.



**12 months preceding transfer to school**



Transition planning is a continuous and evolving process and can be adapted to meet the needs of the individual child. Many activities such as joint meetings between setting and school staff can be on-going throughout the year. Similarly it is good practice for joint events such as outings or picnics to happen throughout the year. The dates in the boxes are suggestions and may need to be adjusted.

Autumn 1 September-October (Prior to starting school)	Autumn 2 November-December	Spring 1 January-February	Spring 2 March-April	Summer 1 and 2 May-July	Autumn 1 September-October (Starting school)
Allow for settling in period in setting	Schools and settings make links and arrange joint activities		Schools and settings to arrange and undertake SEN Transition Meetings	School staff to visit early years settings. Complete the Early Years Summary/Transfer Form and share this with parents. Induction Visits to School with parents/carers and/or with setting staff. Early Years Summary/Transfer Form sent to school.	Allow settling in Period. Evaluate process.





## Appendix

Early Years Summary/Transfer Form Guidance Notes

Early Years Summary/Transfer Form

Transition Plan (Children with Additional Needs)

Transition Plan – completed example

Transitions Audit Tool

Model Transition Policy

# Central Bedfordshire Early Years Transfer Form

## Guidance Notes

*The Early Years Transfer Form must be completed for all EYFS children moving into school. The observations and assessments that you have already completed for each child will support you with this.*

*The aim of the document is to provide a clear summary of information relating to the child's learning and development. It should be completed as part of a transition process and not in isolation. This is to ensure continuity and progression in planning for children's learning as well as consistency in practice to meet the needs of each individual child. Further guidance regarding good transition practice is contained in the accompanying Transition Guidance Pack.*

*Parental permission **must** be obtained prior to this information being transferred.*

### Completing the Form

#### Personal Details

Please give details of the child and setting in the boxes at the beginning of the form including:

- **DOB/Age in months at time of assessment** - Please write the child's date of birth and the child's age in months.
- **EHA** - If an Early Help Assessment has been completed for the child, you only need to state 'yes'. There is no need to include any further information on the form.
- **LAC** - Indicate whether the child is a Looked After Child (LAC) and which is the Belonging Authority.
- **Key Person** - Give details of the child's Key Person at the setting.
- **Language(s) spoken at home by child**. E.g. the main language(s) the child speaks at home.
- **Language(s) used by family to the child**. E.g. language(s) spoken by parents and extended family.
- **Other settings attended** - Give details of any other pre-school, nursery or childminder the child attends.
- **Transferring to** - Record name of the school the child is expected to attend at the time of this summary.
- **Additional needs** - E.g. Does the child have additional needs regarding speech & language? Are there behavioural concerns? Is the child on the Special Education Needs (SEN) or Gifted and Talented (G & T) register? If yes, please complete the **EYFS SEN Transfer Record in addition to this summary form**.
- **Date of Entry/Date of Leaving/Hours per week** - Give details of starting and leaving date. Please also give details of how many hours a week, the child is due to attend. Please make further comment in significant information about attendance patterns.

#### Prime Areas of Learning

Please provide a summary of the child's achievements in each of the prime areas including Communication and language, Physical development and Personal, social and emotional development. Please also include any next steps that you have identified for the child.

#### Specific Areas of Learning

Please provide a summary of the child's achievements in each of the specific areas. Please include any next steps you have identified for the child, particularly in Literacy and Mathematics.

#### Aspects of Learning

Please enter E (entering), D (developing) and S (secure) in the appropriate age band/s for each aspect of learning.

**Entering** – this means that the child is ready to begin progressing through this age band

**Developing** – this means that the child is still embedding learning and is not quite secure in this age band i.e. some of the statements of learning have been assessed

**Secure** – this means that the child is competent in this age band and their development reflects the majority of statements in this age band

The non-statutory guidance material for the EYFS and your own observations, assessments and records will provide you with this information. Age bands should be shaded in using a 'best fit judgment'. This means that the child's development reflects the majority of statements within that age band.

# Central Bedfordshire Early Years Transfer Form

## Guidance Notes

### Characteristics of Effective Learning

Please provide a summary of the elements of characteristics of effective learning that the child displays during their play. Please use pages 6-7 of 'Development Matters in the EYFS' as guidance.

### Significant information

E.g. attendance patterns, special interests & preferred learning styles, friendship groups in setting, changes in circumstance at home such as toileting issues, birth of a sibling, separation/divorce, house move. Please include anything that will support the child's emotional well being as they transfer into their new school.

### Medical information

E.g. allergies, medication, glasses, hearing aid, current medical conditions

N.B. Parents will need to provide the school with up-to-date medical information prior to the child starting school.

### Other agency involvement

E.g. educational psychologist, speech & language support, social care.

Please include details of a named person to contact within the service involved.

### Parents'/Carers' Comments

Throughout the child's time in your setting there should be ongoing communication with parents/carers. It is important that the Key Person and parents/carers meet regularly to share their knowledge of the child.

On completion of the Early Years Transfer Form, the setting should arrange to meet the parents/carers. The form should form the basis of a discussion where parents/carers are invited to contribute. The parents should receive a copy for their keeping.

### Child's Comments

Please record any views the child has about their time while at the setting.

### What to do with the completed Transfer Form

Once the Summary/Transfer Form has been completed it must be sent to the child's school. It is the responsibility of the current setting to ensure that the child's school receives the form **before** the child moves and preferably before the last two weeks of term. Please do **not** give this form to the child's parents/carers to take to the school but as stated above, they should receive a copy of their own to retain.

### Important Note

The Summary/Transfer Form is intended for information to be shared between pre school settings and schools so that each child's learning journey can be supported. It can also be used as the child's final summary report.

### Security Disclaimer

The information contained in the Summary/Transfer Form should be treated confidentially and all due care and attention should be taken by the practitioner completing the form. It is the responsibility of each setting to ensure that the information is stored and transferred securely.

It is recommended that the Summary/Transfer Form is handed to the receiving school in person at transition meetings (refer to Transition Guidance Pack for further details). When this is not possible, the information should be sent by Recorded Delivery post. Any data transferred electronically must conform to the Data Security Protocol. **Under no circumstances should this information be sent via email or any other unprotected format.**

*Not Protected*



# Central Bedfordshire Early Years Summary/Transfer Form

Please refer to the guidance notes when completing this form

Child's Name:		M/F	UPN if allocated:		LAC: Y/N EHA: Y/N	Belonging Authority:		
Date of Birth:	Age in months at time of assessment:			Form completed by:		Date completed:		
Name & address of setting:				Date of entry:		Date of leaving:		
Key Person:				Contact number:		Hours per week:		
Other settings attended:				Does the child have additional needs? Y/N (If 'yes', please also complete EYFS SEN Transition Plan)				
Language(s) spoken at home by child:				Language(s) used by family to the child:				
Transferring to:								
Current achievements in Prime Areas of learning: (Key - E=entering D=developing S=Secure)								
<b>Communication and Language</b>								
Listening and attention	22-36 E D S	30-50 E D S	40-60 E D S					
Understanding	22-36 E D S	30-50 E D S	40-60 E D S					
Speaking	22-36 E D S	30-50 E D S	40-60 E D S					
<b>Physical Development</b>								
Moving and handling	22-36 E D S	30-50 E D S	40-60 E D S					
Health and self-care	22-36 E D S	30-50 E D S	40-60 E D S					
<b>Personal Social and Emotional Development</b>								
Self-confidence and self-awareness	22-36 E D S	30-50 E D S	40-60 E D S					
Managing feelings and behaviour	22-36 E D S	30-50 E D S	40-60 E D S					
Making relationships	22-36 E D S	30-50 E D S	40-60 E D S					
Current achievements in Specific Areas of learning: (Key - E=entering D=developing S=Secure)								
<b>Literacy</b>								
Reading	22-36 E D S	30-50 E D S	40-60 E D S					
Writing	22-36 E D S	30-50 E D S	40-60 E D S					
<b>Mathematics</b>								
Numbers	22-36 E D S	30-50 E D S	40-60 E D S					
Shape, space and measure	22-36 E D S	30-50 E D S	40-60 E D S					
<b>Understanding the World</b>				<b>Expressive Arts and Design</b>				
People and communities	22-36 E D S	30-50 E D S	40-60 E D S	Exploring and using media and materials	22-36 E D S	30-50 E D S	40-60 E D S	
The world	22-36 E D S	30-50 E D S	40-60 E D S	Being imaginative	22-36 E D S	30-50 E D S	40-60 E D S	
Technology	22-36 E D S	30-50 E D S	40-60 E D S					
<b>Characteristics of Effective Learning:</b>								
Engagement			Motivation			Thinking		



# Central Bedfordshire Early Years Summary/Transfer Form

Please refer to the guidance notes when completing this form

**Significant information:** (e.g. attendance, special interests, favoured areas e.g. small world, friendships, individual needs, likes and dislikes, fears)

**Medical information:** (including allergies and special dietary requirements)

**Is a Care Plan in place?:**  
Y/N

**Other agency involvement:** (please give details i.e. names and contact details)

**Parents'/Carers' comments:**

**Child's comments:**

**Key Person**.....

**Date**.....

**Manager/Lead Practitioner** .....

**Date**.....

I acknowledge the content of this form and agree that **(insert name of provider)** can pass this information on to my child's school.

**Parent/Carer**.....

**Date**.....

## Data Protection Act 1998

Please note that personal details supplied on this form will be held and/or computerised by **(insert name of provider)** for Education purposes only. Personal details will be safeguarded and will not be divulged to any other individual or organisations for any other purposes.

*Restricted*







**Transition Plan (Children with Additional Needs)**  
**Transition Plan for**

**Meeting venue:**

**Date of meeting:**

**Meeting attended by:**

<b>Child's Name:</b>		<b>Date of Birth:</b>	
<b>Name of parents/carers:</b>		<b>Address</b>	
<b>Preschool/School:</b>		<b>School and date of entry:</b>	
<b>Advisory Teacher:</b>		<b>C.O.P:</b> (Code of Practice definition)	
<b>Has a Common Assessment Framework (CAF) been completed?</b>			

**Description of ..... needs:**

**Is a care plan required?**

**Is a care plan in place?**

**Useful strategies that benefited .....at home and in the preschool setting:**

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**School comments/ planned actions:**

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**Opportunities for visits to school:** *(Put in planned dates and times and how this will be supported)*

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**Outside agencies working with:** *(list)*

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**Reports/IEPs passed to school:** *(list)*

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**Copies to:**

**Transition Plan (Children with Additional Needs)**  
**Transition Plan for James Green**

**Meeting venue:** *St Agnes Lower School*

**Date of meeting:** *21.06.12*

**Meeting attended by:** *Mr and Mrs Green (parents, Mrs Small (SENCo), Mr Lane (Foundations class teacher), Ms Matthews (Pre-school practitioner/key person)*

<b>Child's Name:</b>	<i>James Green</i>	<b>Date of Birth:</b>	<i>28.06.08</i>
<b>Name of parents/carers:</b>	<i>Mr and Mrs Green</i>	<b>Address</b>	<i>6. The Spinney, Chalmer Road</i>
<b>Preschool/School:</b>	<i>Sunny days Pre-school</i>	<b>School and date of entry:</b>	<i>St Agnes Lower School September 2012</i>
<b>Advisory Teacher:</b>		<b>C.O.P: (Code of Practice definition)</b>	<i>Communication and Interaction Early Years Action+</i>
<b>Has a Common Assessment Framework (CAF) been completed?</b>			<i>No</i>

**Description of James's needs:**

**Mr and Mrs Green:**

- *James has made progress with his talking and is now more willing to try to talk to others. This has impacted on his forming social relationships with other children. When he speaks he is quite clear and he does use sentences.*
- *James uses clear language at home and is beginning to use it in a variety of different ways. For example he is starting to ask about intended outings and family members he does not see very often.*
- *James likes to look after others. He likes to be with other children and to share in their play.*
- *He is looking forward to starting school as he tries to talk about it sometimes saying the names of other children he knows are starting school with him.*
- *James is generally well behaved at home. He likes to do tasks and help around the house.*
- *We are worried about him starting school and attending full time as he may get too tired to try his best all of the time*

**Ms Matthews:**

- *At preschool James is generally quite a happy little boy who likes to play outside in the garden spending time on the bikes and cars.*
- *James usually plays on his own so adults have been supporting his play and interaction by encouraging other children to play and share the activity that James has chosen*
- *James has attended small groups at preschool that are designed to promote communication. He can maintain concentration and stay focussed in a small group with gentle reminders.*
- *James struggles to listen and concentrate when he is sitting with all the children for a whole group activity.*
- *With encouragement James will comply with adult requests to come to activities he might not have chosen himself although he may try to rush and get back to doing what he had chosen himself.*
- *James can appear 'confused' when there is a lot of activity around him such as 'tidy time'.*

<b>Is a care plan required?</b> <i>No</i>
<b>Is a care plan in place?</b> <i>No</i>
<b>Useful strategies that benefited .....at home and in the preschool setting:</b>
<ul style="list-style-type: none"> <li>• <i>Giving James an individual instruction rather than expecting him to act on a whole group instruction</i></li> <li>• <i>Using 'now' and 'next' when asking him to leave what he is doing to take part in an activity.</i></li> <li>• <i>Getting down to his level when speaking to him and using his name to get his attention.</i></li> <li>• <i>Give consideration to where and who he sits with in a group activity such as story.</i></li> <li>• <i>Good preparation when something is planned that is different from the usual routine. Photographs and stories have helped. For example: the Christmas play.</i></li> </ul>
<b>School comments/ planned actions:</b>
<ul style="list-style-type: none"> <li>• <i>James will be offered a full time place in September in line with all children starting. If he finds this too tiring adjustments can be discussed and put in place.</i></li> <li>• <i>Children with additional needs and who are at Action plus have extra support from the school budget. This is allocated in a variety of ways so that all children get optimum benefits.</i></li> <li>• <i>James will continue with an Individual Education Plan picking up from his last reviewed one from preschool.</i></li> <li>• <i>James will attend the weekly communication group led by a learning support assistant who has training and experience in working with children with speech and language needs.</i></li> <li>• <i>Mr Lane is usually available at the beginning and end of each day for parents to have a 'quick word' however a weekly meeting will be scheduled for parents to discuss James's progress during the first half term</i></li> </ul>
<b>Opportunities for visits to school:</b> <i>(Put in planned dates and times and how this will be supported)</i>
<ul style="list-style-type: none"> <li>• <i>James to visit with Mrs Green to look at his classroom and to meet his teacher at 3.30pm on Monday 4<sup>th</sup> July.</i></li> <li>• <i>James to attend with Mrs Green when preschool children do 'Transfer day' on Tuesday 5<sup>th</sup> July</i></li> <li>• <i>James will attend with the preschool children when they do short visits to school before the end of term.</i></li> <li>• <i>There is a meeting in school for all new parents and children</i></li> </ul>
<b>Outside agencies working with:</b> <i>(list)</i>
<ul style="list-style-type: none"> <li>• <i>Dr. Vendi – The Child Development Centre – SEPT</i></li> <li>• <i>June Munday – Speech and language Service - SEPT</i></li> </ul>
<b>Reports/IEPs passed to school:</b> <i>(list)</i>
<ul style="list-style-type: none"> <li>• <i>Central Bedfordshire Council Early Years Initial Assessment – 12.06.10</i></li> <li>• <i>Speech and Language notes for parents and preschool</i></li> <li>• <i>Speech and Language report – 26.02.11</i></li> <li>• <i>Report from Dr. Vendi – 30.02.11</i></li> <li>• <i>Preschool will send a summary of James's learning journey and reviewed IEP's to school at the end of term</i></li> </ul>

**Copies to:**

*Mr and Mrs Green - Parents  
Sunny Days Preschool  
St. Agnes Lower School  
File*

# EYFS Transition Audit



## All Transitions

Do you:	Evidence	How could it be improved?
meet with senior management and all relevant staff well in advance to discuss and evaluate policies for transition and settling? Do management give special consideration to times of transition (for children, parents and staff) and ensure that staff have enough time to prepare?		
organise and support a full home visiting programme?		
allocate sufficient time for preparing staff/parents/children and for staff to access, read and share information?		
plan a programme of formal visits and frequent drop-in sessions?		
share transition plans with parents (and children, where relevant)?		
evaluate correspondence to parents? Is the tone welcoming, the information direct? Does it invite parents to become involved in the process and suggest ways they can help you to help their child?		
allow children (and staff helping them to settle) time for the settling process, to regress a little, to stand and watch others until they are ready to join in , to keep their parent, carer or transitional object with them as long as the want?		

<p>respond sensitively to parents anxieties? Are you aware of why some parents are overanxious (for example, their first child or last born, or has health problems, or the family has domestic difficulties)? Are you supportive, but firm, with parents who put their own needs first (due to , for example, work commitments)?</p>		
<p>plan how to support and enable parents settling their children? Do you offer flexibility at the start of sessions so that parents stay as long as they need, a place for them to go when they first leave very young children for a short while, opportunities for them to meet and chat with other parents going through the same experience?</p>		

## Home to Setting

<b>Do you:</b>	<b>Evidence</b>	<b>How could it be improved?</b>
offer home visits?		
plan a timetable for home visits, including interpreters and the child's Key Person?		
prepare welcome packs?		
develop an admission form/home visiting format that allows parents to tell you everything they want you to know about their child?		
use this information to plan the learning environment (for example, responding to children's schemas)?		

use photographs of the child and their family (taken with parental permission) for labels and in welcoming displays?		
offer staggered admissions/transition?		
ask older children to prepare materials and information that they think will be helpful to new children?		
offer flexible/staggered start times and individual settling programmes?		
access and read all incoming information on individual children, highlight those likely to be vulnerable and have special or additional needs, and brief all relevant staff?		
review each child's settling on a daily basis with parents and key staff?		

### **Between EYFS settings**

<b>As well as the above, do you:</b>	<b>Evidence</b>	<b>How could it be improved?</b>
visit and observe children in their previous setting?		
provide as much information as possible about your setting?		
ensure that children will still have constant access to outdoors and resources necessary for all the areas of learning in the EYFS?		

use a staff member as a 'bridging person' who moves between the settings to support children with the move?		
talk with parents about the EYFS and how you plan for children's progress across settings?		

## From EYFS to Year 1

<b>As well as the above, do you provide opportunities:</b>	<b>Evidence</b>	<b>How could it be improved?</b>
for children and parents to visit Year 1 classrooms and relevant staff well in advance of the move?		
for Year 1 staff to spend time observing children at play, the organisation and routines of EYFS classes, EYFS staff supporting child-initiated activities?		
for EYFS practitioners to share the EYFS profiles with Year 1 staff, and explain how the profiles can help establish starting points for each child?		
for children to raise questions, talk about their concerns, and to have these feelings acknowledged?		
for children to reflect upon and share their achievements with Year 1 staff?		
for children to talk about how they would like to handle the move and incorporate their suggestions?		



to commemorate their 'graduation' from the EYFS, with, for example, a party, assembly or souvenir book?		
<b>As Year 1 staff do you also:</b>	<b>Evidence</b>	<b>How could it be improved?</b>
familiarise yourself with the EYFS guidance and materials supporting transition into Key Stage 1?		
initially need a modified EYFS curriculum (such as, children who are summer-born, very active or have had a disadvantaged Early Years experience)?		
invite parents to an informal session soon after the transition to the children can show off their new class and teacher?		

**Taken from – 'All About.....transitions' (EYFS/PNS)**





## **EYFS Transition Policy**

*“Children may move between several different settings in the course of a day, a week, a month or a year...Children's social, emotional and educational needs are central to any transition between one setting and another or within one setting... Some children and their parents will find transition times stressful while others will enjoy the experience... Effective communication between settings is key to ensuring that children's needs are met and there is continuity in their learning.” (EYFS CD Rom)*

### **Aims for the Policy**

We want our children to have a positive experience of transitions which will not hinder their wellbeing, learning or development.

Children and parents are actively involved in the process of transition and their perceptions about transition are explored and valued.

### **Equal Opportunities**

Continuity of support is important at times of transition. A Key Person is identified early to help this process and make contact with any other professionals who may be involved with the child and/or family.

Transition Plans are completed for children with additional needs.

At ..... we are committed:

- To ensure a smooth transition between settings, year groups and key stages for parents, children and practitioners
- To ensure information is shared between different settings in terms of children's development, learning records and any other information
- To ensure parents, children and practitioners have adequate information relating to transition
- To ensure the children settle quickly into their new setting or year group

#### **(1) Transition into setting**

- Give details of systems and procedures (*e.g. home visits*)

#### **(2) Transition into Reception**

- Give details of systems and procedures (*e.g. joint activities*)

#### **(3) Transition into Key Stage One**

- Give details of systems and procedures (*e.g. how the EYFS Profile is used in Year 1*)

#### **(4) Transition from Breakfast Club, into After School Club, from/to Childminders**

- Give details of systems and procedures (*e.g. how information is communicated*)