

# Early Years Transition pack



# Early Years Universal Transition

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## About this pack

This pack was co-produced by the Early Help Service, and Education and Skills, in consultation with colleagues from schools and the wider early years and childcare workforce.

It has been developed to build on existing good practice and to ensure that all children in the Foundation Stage have access to a transition based on best practice.

## Aim

The aim of this guidance is to:

- establish a coherent county wide transition procedure for all children in the early years, including those with special educational needs and disabilities; *and*
- provide children, parents, teachers and practitioners with tools and materials to support this process.

## Introduction

In the early years, children go through many transitions including starting at a setting for the first time, moving on to a new activity, moving between rooms, or moving to a new setting or school.

Effective transitions are important for children's emotional wellbeing and achievement, and planning for these transitions is fundamental to effective early years practice.

To ensure continuity of experience for children, transition should be seen as a process rather than as a one off event. Discussions involving the child, parents and others throughout the planning process will support successful transitions.

## Children with SEND

For some children and families, the transition to school will be particularly challenging. Additional planning will be needed to ensure their transition is a positive one. If you are working with a child with identified SEND, emerging

needs, multi-agency involvement or any other vulnerability, the school's universal transition offer may not meet their needs. To ensure the appropriate level of information is shared and planning put in place for a smooth transition, practitioners should additionally refer to [Supported Transition](#).

## Principles of transition

The following principles are appropriate for all transitions:

- effective communication between the setting, parents and other people involved with the child;
- fact finding about a child's needs, including the involvement of any other agencies, their interests and any specific details that will help them to settle;
- discussion about changes to the environment/routines that may be needed; *and*
- the child's and parent/carers views are central to and in evidence in the planning for a child's transition.

## Key elements of good transition practice

**The following prompts will help you to reflect on your own transition practice:**

### **Transition is made a priority**

Transition should be seen as an ongoing process throughout the year. Key information should be shared prior to the child starting in the setting.

### **Children are familiar with the people, places and routines**

Do children have opportunities to visit their new environment? Are parents encouraged to meet up and socialise in the long summer break before starting school? Do you provide children with photos/books/DVDs showing key staff, spaces and routines?

### **Children can make frequent visits to the setting**

Are they able to visit with parents, grandparents or key people from their current setting?

### **Children receive a home visit**

Are you able to offer families a visit in their home environment? These should take place as close to the child's start date as possible.

### **Families have an allocated Key Person**

Relationships with a consistent member of staff are crucial to children settling well and building trusting relationships with both parents and children. How does this person maintain ongoing dialogue and information sharing with parents and carers?

### **Parents are involved, consulted and supported**

How does your setting gather, value and respond to the information, hopes and concerns of families? What is in place to ensure that this information sharing continues once the child has started?

### **There is an informal and relaxed start and finish to the session**

Are parents encouraged to come in at the start of the session? Are children able to self-select activities as they arrive? Do parents feel welcome? Can they stay and help settle their child?

### **Children's friendships are acknowledged**

Consider how your groupings support children's existing friendships

### **The setting is flexible in meeting individual needs**

How do you support children's individual feeding, sleeping and toileting needs? How are you able to support their current interests and schemas?

### **Those requiring a supported transition are identified and planned for as early as possible**

How do you identify, plan for and meet the needs of children with additional needs? Do you ensure that the hopes and wishes of the family are reflected in your planning? Are you aware of any other agencies working with the child or family? How will you involve these professionals in transition planning? Is any specialist equipment or training needed? Refer to [Supported Transition](#) Plan.

### **Providers should consider to what extent their policies and procedures ensure the following**

- Let parents know what kind of information you will need to help their child to settle.
- Make it clear who is responsible for gathering information about a child and who will need to contact other professionals for more information.
- Request parental consent to share information between professionals.
- If there is a gap between allocation of a place and start date, ask for an update on the child's learning, well-being and development to ensure you have all the information you need to plan for a successful transition.

## Transition documentation

The following templates and examples do not present a definitive model of transition, rather examples of good practice to inform your own policies and procedures.

There are two templates available to support universal transition:

- Transition Summary; *and*
- Transition Event Record.

### Transition Summary

#### Purpose

To provide a consistent format to share key transition information for every child moving on to school.

#### Timescale

To be completed by the Key Person during a child's final weeks at preschool/nursery and, once verified by the setting manager, passed on to their receiving school. Recognising that children often make rapid progress during their last few weeks at preschool/nursery, this document **is not** designed to be shared at Transition Events.

#### Guidance

Settings should complete the double sided document for every child moving on to school. The document can be completed electronically and emailed to the school, or printed to complete by hand and delivered to the school.

The information recorded will enable receiving staff to prepare for the child's arrival in school, ensuring that their interests are reflected in the environment and experiences offered. With relevant information, any support needs can be put in place prior to entry minimising anxiety and disruption for the child.

This is a summative record and therefore should reflect levels of attainment on leaving the setting. It is anticipated that a best fit judgement will be entered for each area of learning. For settings using an electronic progress monitoring tool, please transfer those judgements on to the progress review.

#### Template and example

Refer to the following appendices:

- Appendix A – Transition Summary template
- Appendix B – Transition Summary example

## Transition Event Record

### Purpose

To provide prompts to support professional discussions between settings and schools in sharing the information considered key to effective transitions.

To identify and plan for those children and families who require additional transition support.

### Timescale

- Settings – To be completed by Key Persons for individual children prior to conversations at the Transition Events.
- Schools – For use during Transition Events to record key information for individual children

### Guidance

The event record is designed to support professional discussions that take place around transition times. The headings do not represent an exhaustive list of key information and colleagues should exercise professional discretion in what they choose to record from their discussions.

Settings will need to complete the document prior to attending Transition Events and may wish to create a separate record for each receiving school. Key Persons may add to several records enabling other practitioners to attend Events and share information recorded by a range of people. This will be particularly important for large settings and schools where more than one member of staff is required to attend events in order to provide coverage.

Schools can use the record to support professional discussions and note key information for each of the children they are discussing.

### Template and example

See the following appendices:

- Appendix C – Transition Event Record template
- Appendix B – Transition Event Record example

# Appendix A - Transition Summary (template)

Download this template in Word from [westsussex.gov.uk](https://westsussex.gov.uk)


Transition Summary Document			
<b>Name:</b>		<b>DoB:</b>	<b>Age in months on completion:</b>
<b>Key Details</b>	EAL? Y/N	<b>Setting name:</b>	<b>Key person name:</b>
	2yr FE? Y/N		
	EYPP? Y/N	<b>Verified by:</b>	
<b>What are my strengths, talents and interests?</b> Eg characteristics of effective learning, things I enjoy, what people admire about me.			
<b>What's important to me?</b> Eg spending time outside, familiar routines or knowing who will collect me			
<b>What can you do to support me?</b> Eg providing visual clues, help with toileting			

Transition Summary Document																	
Name:			DoB:			Age in months on completion:											
Stage	Personal, Social and Emotional Development			Physical Development		Communication and Language			Literacy		Mathematics		Understanding the World		Expressive Arts and Design		
(age in months)	Making Relationships	Self confidence and self awareness	Managing feelings and behaviour	Moving and Handling	Health and self-care	Listening and Attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, Space and Measures	People and Communities	The World	Technology	Exploring and Using Media and Materials	Being Imaginative
<b>1</b> (0-11)																	
<b>2</b> (8-20)																	
<b>3</b> (16-26)																	
<b>4</b> (22-36)																	
<b>5</b> (30-50)																	
<b>6</b> (40-60+)																	

End of Appendix A



## Appendix B - Transition Summary (example)

<b>Transition Summary Document (Example)</b>		 west sussex county council
<b>Name:</b> Oliver Polhill	<b>DoB:</b> 25/03/13	<b>Age in months on Completion:</b> 52
<b>Key Details</b>	<b>Setting name:</b> Anytown Nursery	<b>Key person name:</b> N. Franklin
	<b>Verified by:</b>	
<b>What are my strengths, talents and interests?</b> Eg characteristics of effective learning, things I enjoy, what people admire about me.	<p>I am usually very happy – Daddy says that I have a joyful nature and that my smile and laughter makes him happy.</p> <p>I really enjoy sensory play. I am good at exploring different messy experiences with all of my senses (running my fingers through paint, smelling the shaving foam and mouthing playdough). People can tell I am enjoying this play as I usually have a big smile on my face. When playing like this, I am good at communicating with another adult through gesture, eye-contact and simple phrases.</p> <p>Daddy reports that I speak more frequently with him and my Step-mum.</p> <p>When supported by an adult, I am starting to play alongside my peers at Nursery.</p>	
<b>What's important to me?</b> Eg spending time outside, familiar routines or knowing who will collect me	<p>My Daddy and Step-Mum are very important to me.</p> <p>I love to play outside in all weathers, so having a free-flow environment is very supportive.</p> <p>Knowing that there is a familiar adult who can support me makes me feel secure, and therefore more ready to play and learn.</p>	
<b>What can you do to support me?</b> Eg providing visual clues, help with toileting	<p>I like to know where my Daddy is and when he will come and collect me. Please use my visual timetable to show me the routine of the day so that I can anticipate what will come next and when I will see Daddy again.</p> <p>My Nursery KP has identified that I am more likely to have sustained engagement</p>	
	<p>in an activity outside than if a similar activity is offered inside. This may be because Daddy is a gardener and I help him and play in the garden lots at home. Allowing me free-flow access to an outside area will therefore support me to play and learn.</p> <p>Please join me at my chosen play. When I am comfortable and engaged in play, I communicate more through speech when you talk to me about what we are doing. Please narrate our play for me and leave gaps in your speech that would invite me to speak (although if I choose not to then I feel no pressure).</p> <p>Please invite other peers to join my chosen play. Model the language of shared play so that I can begin to develop an understanding of how to play with my peers.</p>	



## Transition Summary Document - EXAMPLE



**Name:** Oliver Polhill      **DoB:** 25/03/13      **Age in months on Completion:** 52

Stage  (age in months)	Personal, Social and Emotional Development			Physical Development		Communication and Language			Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
	Making Relationships	Self confidence and self awareness	Managing feelings and behaviour	Moving and Handling	Health and self-care	Listening and Attention	Understanding	Speaking	Reading	Writing	Numbers	Shape, Space and Measures	People and Communities	The World	Technology	Exploring and Using Media and Materials	Being Imaginative
<b>1</b> (0-11)																	
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<b>3</b> (16-26)																	
<b>4</b> (22-36)		Jul 17 52m	Jul 17 52m					Jul 17 52m	Jul 17 52m								
<b>5</b> (30-50)		Jul 17 52m		Jul 17 52m	Jul 17 52m	Jul 17 52m	Jul 17 52m			Jul 17 52m	Jul 17 52m	Jul 17 52m	Jul 17 52m	Jul 17 52m	Jul 17 52m	Jul 17 52m	Jul 17 52m
<b>6</b> (40-60+)																	

Key: Emerging Strengthening Secure

End of Appendix B

## Appendix C - Transition Event Record (template)

Download this template in Word or Excel from [westsussex.gov.uk](https://www.westsussex.gov.uk)

Transition Event record - [Event date:           ]									
Child's name and Setting	DOB	Sessions attended	Friendships	Key strengths and interests	Areas for development /concerns CLAWBA info/indicator level?	EYPP y/n	EAL y/n	Other agency involvement CDC, Social care, Early Help, SALT	Is additional transition support needed for this child/family?

End of Appendix C

## Appendix D - Transition Event Record (example)

<b>Transition Event record Example [Event date: 15 May 2016]</b>									
<b>Child's name and Setting</b>	<b>DOB</b>	<b>Sessions attended</b>	<b>Friendships</b>	<b>Key strengths and interests</b>	<b>Areas for development /concerns CLAWBA info/indicator level?</b>	<b>EYPP y/n</b>	<b>EAL y/n</b>	<b>Other agency involvement CDC, Social care, Early Help, SALT</b>	<b>Is additional transition support needed for this child/family?</b>
Amy Cranston Gloworms	17/4/2012	Tues, Weds, Thurs am	Erin Jacques Jacob Smith	Outgoing, Sociable, Determined, Excellent language, Enjoys role play	Self-care, needs help with toileting and changing	Yes	No	Under cdc for toileting	YES Discussion with parents and Health visitor needed re toileting Supported transition plan needed
Lauren Evans Gloworms	21/12/2012	Mon, Wed, Fri all day	Erin Jacques  Should be in a different class to OI	Enjoys playing alongside adults, needs reassurance, Very creative and will concentrate for long periods of time on chosen activity	Self-confidence and making choices Poor attendance	No	No	None - we have discussed support for Lauren but her parents are not willing to attend Speech drop in or visit GP	YES Parents v concerned about starting school and Lauren's shyness
Erin Jaques Gloworms	19/08/12	5 am's	Lauren Evans	Happy to come in to the setting, strong attachment to	Continue to work on PECs and use visual timetable.	yes	no	Known to CDC and SALT - Andy Rogers. Diagnosis of ASC	YES Transition meeting and plan needed to

End of Appendix D