


# Transition Summary

	Child	Potential FSM eligibility	Setting name	Key person	Parent/carer name(s)	Discussed with parent/carer (tick or signature of parent to confirm)	Verified by manager
	Name: Oliver Polhill DOB: 25.03.20	<input checked="" type="checkbox"/> 2yr FE <input checked="" type="checkbox"/> EYPP	Anytown Nursery	Jenny Bull	Beckie Best Dylan Todds	<input checked="" type="checkbox"/>	<i>S.Mills</i>

<p>What are my strengths, talents and interests? E.g. characteristics of effective learning, things I enjoy, what people admire about me</p>	<p>I am usually very happy. I really enjoy sensory play. I am good at exploring different messy experiences with all my senses (running my fingers through paint, smelling the shaving foam and mouthing play dough). People can tell that I am enjoying myself as I usually have a big smile on my face. When playing like this, I am good at communicating with other adults through gesture, eye contact and simple phrases. I am starting to play alongside my peers, but I need an adult to help me with this.</p>
<p>What's important to me? E.g. spending time outside, familiar routines or knowing who will collect me</p>	<p>Daddy and Beckie (my step-mum) are important to me. I love to play outside – whatever the weather is like – so being able to free-flow inside and out will help me. I feel more secure if there is an adult I know nearby to help me if I need it. This helps me to be confident to explore and engage in learning through play.</p>
<p>What can you do to support me? E.g. providing visual clues, help with toileting</p>	<p>I like to know where my Daddy is and when he is coming to collect me. Please use my visual timetable to show me what is happening each day. This will help me to settle as I can look at what is happening and when Daddy is coming. When I'm at nursery, Jenny makes sure that she gives me some learning experiences outside as this helps me to concentrate and learn – more than I do when the same activity is inside. Please join me in the play that I am engaged in. When I am involved in my own play, I am happy for you to join in and we can talk about what is happening. You can talk about what I am doing and leave gaps for me to add my own words. If you give me chances to respond, but don't make me, then I will use some words that I know and copy some of what you say. Please use visual prompts with me as these help me to understand and learn new words. I am starting to enjoy playing with others, but I need some support to do this. If you use words about playing with others, it helps me to remember what I need to do to play with others.</p>
<p>Parent views and comments to share with the school</p>	<p>Oliver has a joyful nature. His smile and laughter make me very happy. He is starting to speak more with me and Beckie (his step-mum). He plays more with his cousins when he sees them than he used to and he loves going to nursery. Oliver had a tricky start in life as his mum died when he was 10 months old. He found it hard to settle in nursery he's doing well now and I hope he gets the same support in schools as he's had from the nursery. I'm a bit worried about him starting school in case he doesn't make friends.</p>
<p>Who lives at home</p>	<p>Dad (Dylan), step-mum (Beckie) and younger half-brother Tommy (aged 2)</p>

Assessment

Date assessment completed	15 July 2024
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Area of learning and development	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Assessment Summary – based on age expected stage of development	Below expected levels	Within expected levels	Below expected levels	Below expected levels	Below expected levels	Below expected levels	Within expected levels
Next steps and progress made. Areas of support and effective strategies	I usually play alone but can join with others with some support from an adult sitting next to me. If I'm anxious, a calm space and adult support helps calm me	I am very active and don't need any additional support with my gross or fine motor control.	I make myself known by pointing and gesture, but I need visual prompts and time to use my words.	I love sharing books with adults on my own or in a small group. I am exploring mark making and can write "O"s for Oliver.	I can create and continue simple patterns. I can count up to 8 objects with help.	I love hands on experiences but my language makes it hard for me to talk about what I know.	I enjoy pretend play and joining in with songs and dancing to music.

Other agencies <b>currently</b> involved in supporting child or family	CDC Speech and Language Therapists
Other agencies <b>previously</b> involved in supporting child or family	Early Help
Other information that the new setting needs to know For example, child's first language(s) if not English, cultural background, family circumstances, SEND needs, CLA, other factors increasing child's vulnerability, any other specific needs that the school should be aware of – for example, specific sensory needs or strategies that support the child.	SEND – C&L delay Significant sensory needs – needs lots of opportunities for sensory exploration and time outside. Will need support with lunch – especially if the meal has lots of sauce on it as Oliver will want to explore his food. Having a sensory activity before lunch and then clearly stating "play – finished, now - eating" with visual prompt helps him to know that this is lunch and not a sensory play activity, but he will need reminders during the meal.

## Records to be passed to child's new setting/school

Outline the information that needs to be shared, when and how this information will be shared – ensuring that sharing is secure and timely. The final 3 columns can be used to create a record of the information sharing process.

	Information to be shared	Date shared	Setting Signature	School Signature
<b>Learning Journal</b>	No – all information collated into EYISP.	N/A	<i>JBull</i>	<i>SSmith</i>
<b>SEND information</b> <ul style="list-style-type: none"> <li>- Early Years Inclusion Support Plan (EYISP) or other documentation including information about professionals involved and support strategies and progress made</li> <li>- SEND Under 5s outcome if appropriate</li> </ul>	EYISP – hand delivered to school. We will share copies of the visual prompts that we use so that he can continue with these when he starts school.	20/07/24	<i>JBull</i>	<i>SSmith</i>
<b>Safeguarding information</b> <ul style="list-style-type: none"> <li>- Including log of concerns</li> <li>- Current/previous support</li> <li>- Information from CLaWBA</li> <li>- Contact names for those involved in supporting child/family</li> </ul>	Previous support from Family Outreach Worker, Early Help – contact details included in EYISP.	20/07/24	<i>JBull</i>	<i>SSmith</i>
<b>Medical Needs</b> <ul style="list-style-type: none"> <li>- Include current health care plan, risk management plan, and any other relevant documentation</li> </ul>	Oliver has an asthma, which is currently well controlled, but he keeps a blue inhaler in the setting. Dad will send one into school when Oliver starts in September.	N/A	<i>JBull</i>	<i>SSmith</i>
Any other records currently held by the setting	N/A	N/A	N/A	N/A