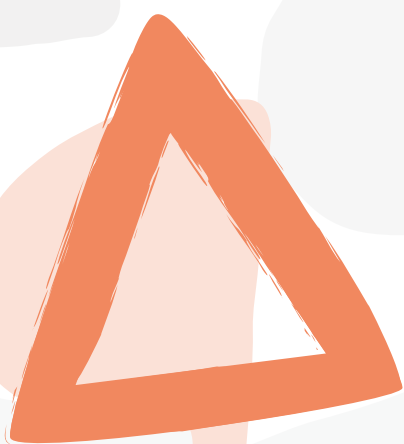


Supporting Transitions

Early Years Service Team



“Get transition right and you will reap the benefits for the whole year. You will have a group of children who are deeply engaged in their learning because they are with adults who know and understand them in an enabling environment that meets their needs and interests. It is definitely worth investing time and energy in this vital aspect of our work.” (Anna Ephgrave)



West Berkshire
C O U N C I L

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October 2024- This guidance has been co-produced in collaboration with representatives from Early Years settings, schools, local authority teams and other services. As part of the implementation of this best practice guidance we will re-engage with partners in reviewing this document (and incorporating feedback) on an annual basis.

Introduction:

Ensuring a successful transition in to school

Successful transitions:

Successful transition is a process rather than an event that involves children, practitioners and parents together. Transitions are an important part of life and can be exciting. However, they may also provoke feelings of anxiety and uncertainty for children and their families. Times of change can be challenging for some children, particularly when the child is vulnerable, has special educational needs and/or a disability that require understanding and support over the transition.

Every child is unique, and it is crucial that all adults involved in a child's learning journey observes, and listens to each child's thoughts, feelings and preferences when planning the transition process. The Early Years Foundation Stage clearly highlights the importance of facilitating smooth transitions in order to foster children's emotional wellbeing and maintain the progression of their learning and development. Well supported transitions contribute to children's personal growth, help develop their self-esteem, confidence, independence and resilience.

The Transition Process

Early education emphasises that to meet the wellbeing, attachment, play and learning needs of every child, it is essential to have well-planned and thoughtful transition conversations and plans. Allocating sufficient time to these processes ensures smoother transitions and better outcomes for children.

Practitioners may wish to consider the following when supporting children's transitions:

- child's learning story
- child's developmental and learning needs
- any special or individual needs
- attachment needs and any early trauma - especially in connection with change and transition
- partnership with parents and carers
- partnership with practitioners, teachers and leaders in both current and future setting or school
- learning environment set up - similarities and differences between rooms and settings
- philosophy and delivery of EYFS - similarities and differences between rooms and settings
- home visits carried out to visit the child and family in their home environment
- paperwork and sharing of information - including handover of information and papers
- progression and expectations of the child during the change process
- resilience and wellbeing of the child - this varies from child to child
- supporting practice and policy between settings
- current research, practice and advice regarding transitions
- value placed on child's involvement, consultation and participation in the process

What does it mean for a child to be “school ready”?

It is important that all parties involved have the same understanding of what it entails for a child to be school ready. Here in West Berkshire we have been working with parents and practitioners as part of our “Flying Start” project to develop resources and workshops. Below is the West Berkshire poster that outlines the key skills for a child to develop 0-5 years prior to starting in Reception class.

There is also the Berkshire Healthcare poster and checklist which have been developed by the Berkshire Health Visiting Team.

A Flying Start to School

Active Children

- Running, climbing and jumping develops physical skills
- Drawing, jigsaws and craft gets ready for writing
- Be active for 3 hrs a day (NHS advice)
- Limit technology and TV time

Inquisitive Children

- Follow your child's interests
- Discuss what you see, hear, feel, smell and taste
- Count, sort and measure in everyday activities.
- Explore nature and get out in the fresh air

Healthy Children

- Involve your child in cooking healthy meals
- Visit the dentist and help them brush their teeth
- 11 hours of sleep at night recommended (NHS)
- Encourage your child to be independent when going to the toilet and washing hands

Social Children

- Play games together
- Model language to help children describe their emotions
- Mix with other families and children
- Make meal times a time to talk

Flying Start 0-5 years

For more information:
www.westberks.gov.uk/flying-start-school-readiness

Accelerate your child's learning from the ground up....

- Chat and sing to your child
- Give lots of cuddles, smiles and praise
- Join the library and look at books together
- Play together inside and outside

West Berkshire COUNCIL

When transition works well....

Anna Ephgrave wrote ([Teach Early Years Article](#)):

“When four-year-olds set off for their first day at ‘big school’, they should be full of positive emotions – excitement, confidence and happiness. This happens if they know exactly where they are going, who will be there, what they will be able to do when they get there and how long they will be staying there.

A successful transition means children settle quickly into school, learning and developing from day one. Practitioners welcome a class of children (who they already know very well) and these children are settled, confident and ready to learn. In the worst case of transition, 30 children turn up at 9am on the first day of term, to a school they have never visited, met by staff they don't know.”

The Journey to School

Helping ALL children have a smoother transition into school

Develop an interest in stories, sounds and numbers (explore rhyming words)

A bedtime story helps with a bedtime routine (turn pages together and look at the pictures)

Talk to your child in your home language

Follow your child's interests

- Discuss what you see, hear, feel, smell and taste
- Count, sort and measure in everyday activities.
- Explore nature and get out in the fresh air

Try to limit screen time each day, especially at night. Screen time can be very exciting and engaging for children but can be addictive and stop children being as curious and creative as they are when screens are not around

Buy school uniform early and let your child get used to wearing it in the summer holidays.

Allow your child to choose their lunch box or water bottle and become familiar with them before starting school. Find out the school meal choices and allow your child to choose a meal they like

Enjoy play

- Follow your child's lead
- Drawing, painting or mark making
- Turn taking activities

Support your child to brush their teeth twice per day and visit the dentist regularly

Look up the school route and point when you pass

Talk to them positively about starting school



Support your child to:

- Get dressed independently (practise closing buttons, putting on socks and shoes, zips)
- Go to the toilet and wiping their bottom on their own
- Cut food using a knife and fork
- Tidy up their toys
- Recognise their name in writing and to consistently respond to it verbally (create a named coat peg at home)



Try to embed routines to help prepare for having 5 days at school. In the lead up to starting school try to get up the same time each day and make mealtimes and bedtimes become routine



If your child has additional needs and/or disabilities, please also consider:

- Communicating with the school SENCO. Arrange transition visits and a home visit with class teacher if possible.
- Ensure your child's Early Years setting has shared a 'transition report' or 'one-page profile' with the school.
- Share photos of the new class teacher, classroom and play areas with your child to support their transition into school.



Please see websites for further information or if you have any concerns, please contact your Health Visiting or School Nursing Team
Health visiting: 07312263283
School Nursing: 07312263194



Berkshire
Healthcare
Children, Young
People & Families
Services



Reading
Directory



Bracknell
Forest
Directory



West
Berkshire
Directory



Wokingham
Directory

Tick off as you go.

Is your child ready for school success?

Toileting

- I can use the toilet alone, wipe myself clean and flush the toilet.
- I can wash and dry my hands on my own after using the toilet.

Social Skills

- I enjoy interacting with other children and adults.
- I can share and take turns.
- I like new experiences, including everyday life such as shopping, cooking, and counting objects.
- I can follow instructions and follow rules.
- I can express my feelings using words such as sad, happy, worried, angry, frustrated
- I can make myself understood by my friends & all adults

Self-Care

- I can wash my hands with soap and water for 20 seconds, especially before and after meals.
- I brush my teeth twice a day.
- I can wipe my nose.
- I am learning to cough and sneeze into a tissue or into my elbow.
- I can ask for help when I don't feel well.

Independence

- I have talked with my parent/carer about what school will be like.
- I know I can talk to someone if I have any worries at school.
- I can hold a pencil.
- I know my own name both spoken and written down.

Mealtimes

- I like eating a variety of healthy food.
- I can use a knife and fork.
- I can open packaging and wrappers by myself.
- I drink 6-8 cups of water a day.

Health

- Any health issues have been addressed by my GP.
- I am up to date with my immunisations/preschool boosters.
- I am registered with a dentist.
- I am physically active
- I have no hearing or eyesight concerns.

Getting dressed and undressed.

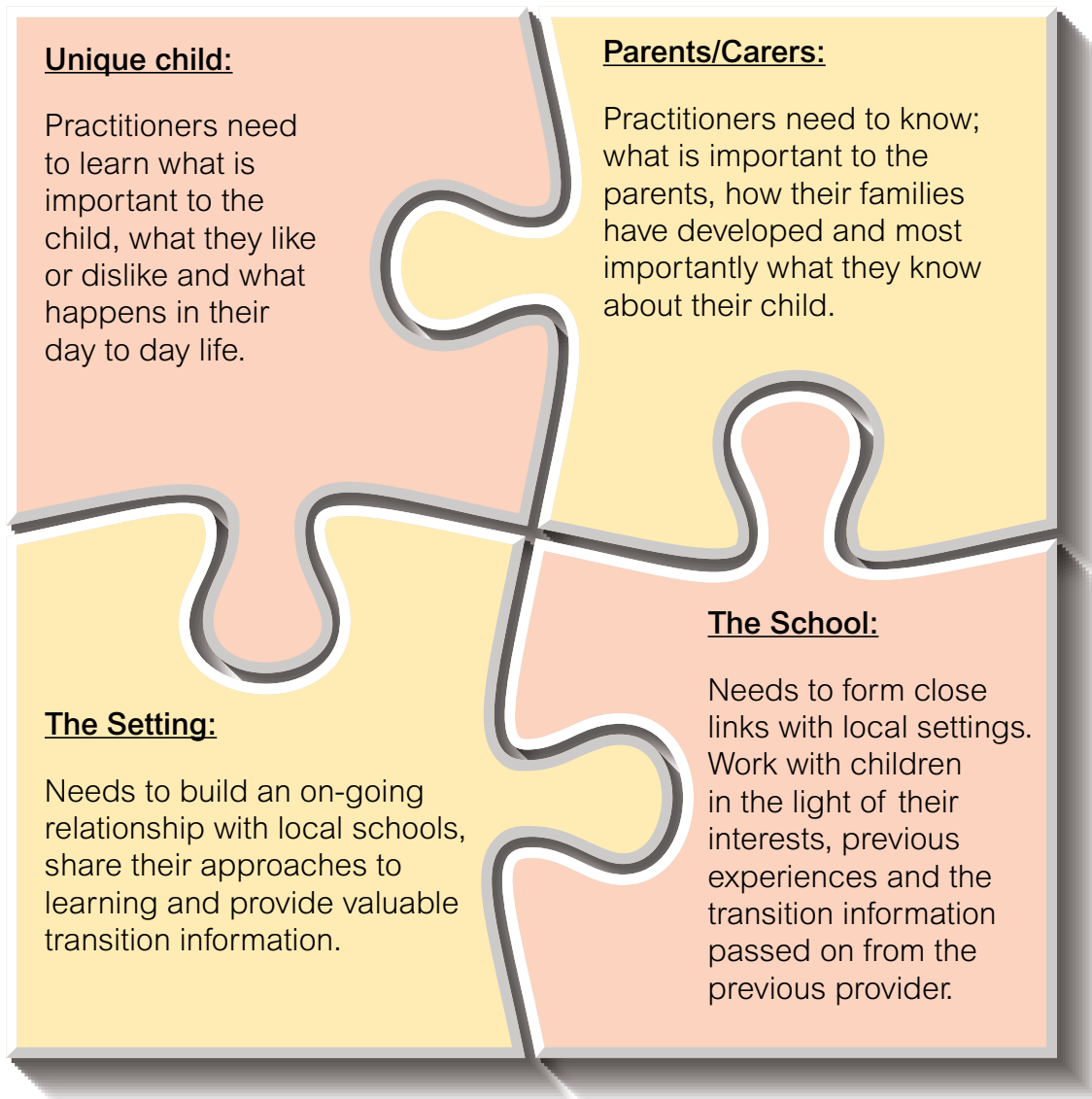
- I can put on and take off my uniform by myself, including doing buttons and zips.
- I can put my shoes on
- I can put on my own coat.
- I understand some parts of my body are private.

Routines

- I have a good bedtime routine which includes a bedtime story.
- I have set mealtimes, just like they do in school.
- I have limited screen time.

The complete transitional picture:

In order for a child to successfully transition everyone needs to be involved and contribute. Each puzzle piece provides an important part of the transitional picture.



Guidelines for good transition practice:

Valuing parents

Parents are a child's first teacher and are an important part of the transition process. Using them as part of the journey when establishing starting points is invaluable. 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. Ensuring that your environment is inclusive to all parents and children is essential.

Possible suggestions:

- The school could send "All About Me" information for the family to complete prior to a home visit to aid discussions ([see appendix 5](#)).
- A member of staff from the setting the child is currently attending could join the home visit to support conversations or invite the key person from the new setting/school to visit their setting for a discussion with the parents if this is their preferred option.

Effective communication and building trust

Building trust is developed over time, and ideally schools should offer varied opportunities for children and their parents to visit in the months prior to starting school. The wellbeing of children and parents is key to the transition process. Parents may be as anxious as their child and therefore may need just as much reassurance.

Children cope better with transitions when conditions are similar, communication is encouraged, and the process of change takes place gradually. The emotions that come with change can be successfully handled by children when their new school has clear, transitioning and welcoming routines and this is clearly communicated to the child and the parents.

Possible suggestions:

- Children and parents need to feel they know the school and the staff. Staff could take the children on a tour of the classroom, demonstrate play activities and share stories over the coming months so the child feels like they are familiar with the learning environment and adults before they start.
- Parents could all send in a photograph of their child so a photo page with each child's name underneath could be created and sent to the class? This will provide a great talking point for children over the summer holiday of who is in their class, who they know and who they are looking forward to getting to know when they start. The children might even want to share a short video with the class to introduce themselves!
- Welcome packs for parents outlining the school routines, policies and procedures are a great way to communicate to parents from the beginning, what the schools expectations are.

Working in partnership & sharing information

Regular discussions between staff from the setting and school, whether in person/on the telephone/via video provide opportunities for professional conversations and an opportunity to cement trusting professional relationships for the future. It is essential schools and settings make time to talk about what each child is like in relation to the characteristics of effective learning and any other pieces of information that will help the teacher understand the child and the family better.

Possible suggestions:

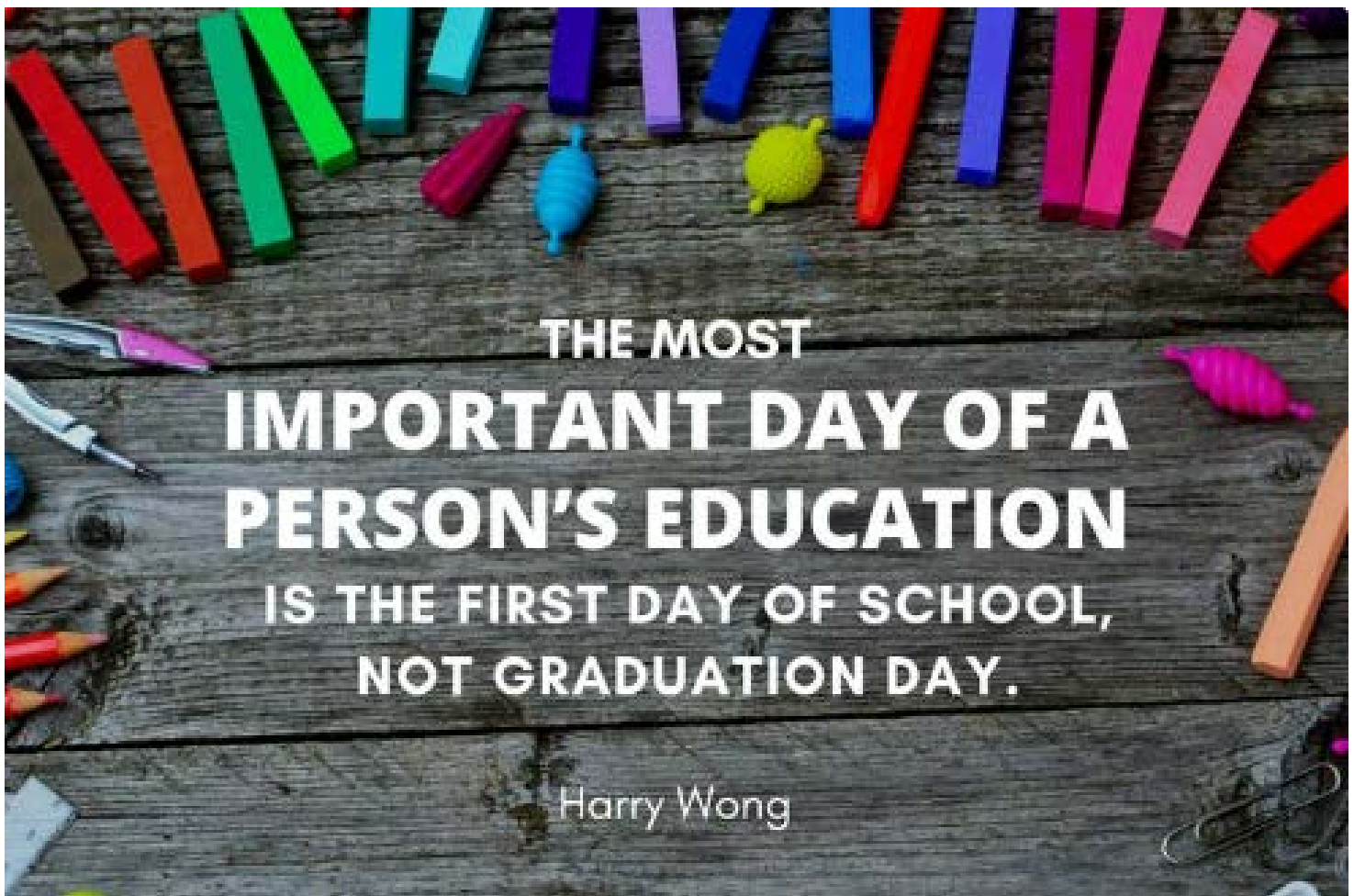
- Establish a common language regarding school readiness between setting and school. Use the Flying Start to School poster to support this ([see appendix 1](#))
- Encourage parents to use the time during the summer holidays to create excitement and memories in preparation for school ([see appendix 4– bucket full of memories](#)).
- Develop a transition policy ([see appendix 2](#))
- Agree a format for communicating key transition information from setting to school. See possible format in [appendix 3](#)
- Consider together what aspects of the environment/routines could be mirrored in school which are the same as the setting to help with the transition process.
- Consider the child's holistic needs. It is important that the continuity of children's experiences involves all aspects of their care and learning.
- Plan a programme of possible times throughout the coming year where staff could link up to continue to build relationships. Could transition rhymes/stories be planned and a “getting ready for school” role play box be developed together in preparation for next year?

When more support is needed...supporting children with emerging or additional needs

There may be some instances where settings have provided additional support to families and children in partnership with other local authority teams such as Children's Services or the Early Development Inclusion Team. During transition periods of education, it is important, particularly for these children that information about their needs and vulnerabilities are shared. However, it is also important that the sharing of information is governed by the principles of the relevant legislation and where possible, shared with openness with their families. Any sharing of information must be compliant with your privacy statement and follow good practice guidance:

- Information can always be shared to prevent harm occurring to children and it is important that receiving schools are aware of any recent child protection or safeguarding concerns. Parental consent is not required to transfer this data, since it is held to prevent harm to a child. Where parents object, the fact should be recorded and the reasons to transfer should be noted.
- Information related to safeguarding children should be appropriately shared between the relevant Designated Safeguarding Leads (DSLs) to ensure the safety and wellbeing of the child.. If a child or young person is subject to a Child Protection plan, or is a Child in Care, this would always be shared with the receiving school. For Children in Care the Personal Education Plan mechanism would ensure comprehensive planning takes place. For children currently subject to Child Protection plans, education establishments would form members of core groups and this role would need to be handed over, preferably prior to transition if a school has been identified, perhaps at the end of the summer term. The minutes of Child Protection Conferences /Child in Care reviews, however, are the property of the Children's Services and it is stated explicitly that they must not be shared without permission from the Independent Reviewing Officer.
- Child in Need/Early Help/Targeted Help - The guidance on children subject to Child in Need plans, or who have had previous child in need status, or Early Help status is less clear. Families working with Children's Services or with Early Help/Targeted Intervention Services are doing so on a voluntary basis. They are not required to routinely allow information sharing between agencies. Nor should a one off consent to share information, for example, at the time of a referral, be considered to be valid for an unlimited period of time.
- Families have the right to know that information is being held and shared about them, and they should be asked to give consent to share the information with the receiving school. It may be the case that they experienced a crisis several years ago, and would like to move forward without that information being shared. If they understand that the information is being shared to ensure that additional support is available, and that should they experience a further crisis and be able to turn to identified members of staff in the new school without reliving distressing detail in the sharing of their experience, this may encourage them to give consent.
- Although it is the duty of the previous setting to transfer the information as soon as possible to the new school, occasionally parents may not share the name of the new school. It is important, therefore, that when schools admit children, they should contact the previous setting just to check whether there are child protection records and to transfer them securely if they exist. The new school may send a letter to the previous setting asking for written confirmation whether there are Child Protection records or not.

- In terms of sharing other concerns at the point of transition, consent should be obtained, and if not given, information should only be shared if to do so can be justified on the basis that it is necessary to prevent harm occurring to a child. When in doubt, consultation should take place with individual responsible for ensuring data protection compliance. Refer to the seven golden rules on information sharing which can be found in the following Government document: Information sharing - [Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
- When supporting transition for children with additional needs, you will need to complete the relevant sections on the transition form. There is a checklist included in the appendix for the current setting and the receiving school, as well as some further good practice guidance around transition and planning for children with additional needs. The sharing of any SEN support and records should be done in partnership and with the consent of the parents.



Settling children in to school:

Possible suggestions:

- Create a display by gathering a picture of each child, maybe with their family, to welcome them and make them feel valued on their first day. Although, it is important to remember that not all children may live with their birth family and these types of activities and early themes or topics may need very careful discussion and thought.
- Consider the induction programme, this does not have to be done according to the age of the child. Once the staff have acquired some knowledge of the children, staff can decide which children would benefit from starting school in the first sessions. These could be the quieter maybe more nervous children, possibly the youngest, in addition to some more confident children who would be good role models.
- Consideration does need to be given to the length of the induction programme, for some children this will not need to be long, as they may be used to attending a day nursery that operates for longer hours than a school day.
- Consider the impact of staggered or later start dates in the term for children of working families. Early Years funding entitlement is not available to children who have a school place so parents would have to pay for any childcare that is needed if their child cannot start school at the beginning of term.
- Can the child be involved in planning resources in the environment prior to them starting? Can each child request an item to be set up on their first/next visit e.g. Diggers in the sand so the child and the parent have a talking point in preparation for their visit?

Final Thought:

Anna Ephgrave:

“Get transition right and you will reap the benefits for the whole year. You will have a group of children who are deeply engaged in their learning because they are with adults who know and understand them in an enabling environment that meets their needs and interests. It is definitely worth investing time and energy in this vital aspect of our work.”

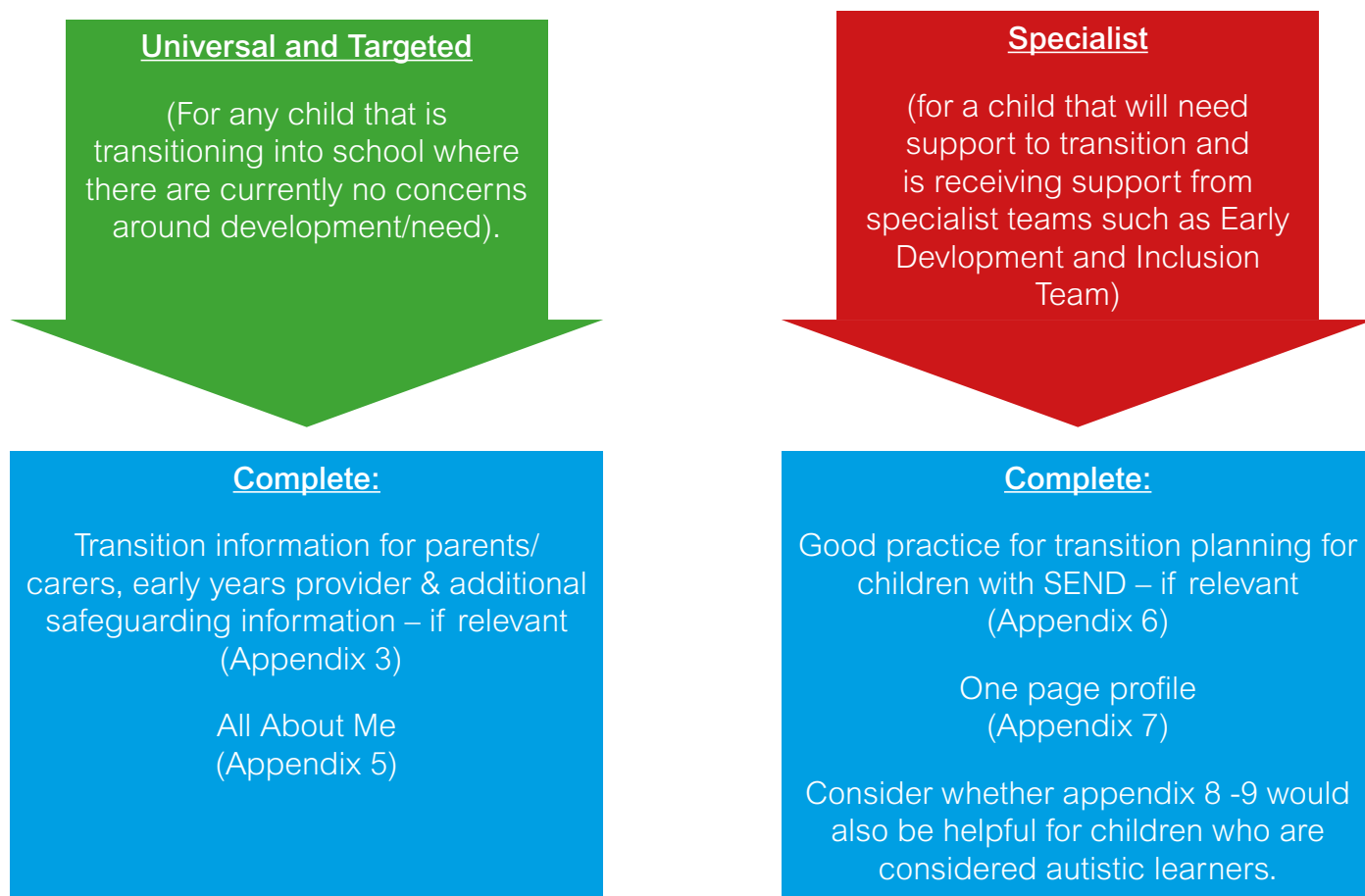
Navigating which transition documents to complete:

Best practice is to share transition information with the school as well as including parents and carers to support a positive transition for all children.

The West Berkshire guides to transition follows graduated response:

- All children will need Universal Transition arrangements
- Some children may need Targeted Transition arrangements
- A few children may need Enhanced or Specialist Transition arrangements

The below diagram provides guidance around which document should be completed according to child's level of need. The expectation is only one document should be completed according to the needs of the child.



Appendices

1. Flying Start Poster
2. What to Include in a Transition Policy
3. Transition Conversation guidance and example forms
4. Bucket List
5. All About Me Information
6. Good Practice for Transition Planning for Children with SEND
7. Early Development and Inclusion Team One Page Profile
8. Early Years Planning Tool for Autistic Learners
9. New Learner profiling Tool for Autistic Learners
10. Useful links to share with parents

A Flying Start to School



Active Children

- Running, climbing and jumping develops physical skills
- Drawing, jigsaws and craft gets ready for writing
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Flying Start 0-5 years

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For more information:
www.westberks.gov.uk/flying-start-school-readiness

Accelerate your child's learning from the ground up....

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Give lots of cuddles, smiles and praise
Join the library and look at books together
Play together inside and outside



Appendix 2

What to Include in Your Transition Policy

Ideas and examples to consider when developing your own policy.

1. A statement of intent

Decide on your definition of transition and include it in your statement .For example:

'Children are experts in their own lives and we include the child's voice in the process as transitions are planned for and managed. We acknowledge that parents are their child's first educators and that transitions need to be planned in partnership with them. The child's key person, as described in the Early Years Foundation Stage, will be central to this process.'

'We are committed to early intervention and want to use first transitions as opportunities to share information about children and make sure that every child is receiving the support that will give them the best possible experience in the early years.'

Indicate the range of transitions that your policy is referring to. For example:

- starting at a school, a setting or other early years childcare such as childminder or after school club

2. Clarification of terms

This section makes clear any specific terms that are used in the policy. For example:

- The term parents is used throughout to refer to parents and carers.
- EYFS - Early Years Foundation Stage
- Key person - the key person for each child as described in the EYFS
- Inclusion Coordinator/SENCO – position in the Special Education Needs Code of Practice called SENCO

3. Objectives

Identify your objectives for the policy. For example:

'We aim to:-

- Ensure that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties or disabilities, gender or ability are fully supported in making the transition in to school.
- Acknowledge that children are experts in their own lives and that listening to their views, feelings and concerns around transitions is central to providing the best possible care and support.
- Work in partnership with parents and ensure the information that they share is used to create the best possible 'conditions' for smooth transitions for their children.
- Acknowledge that parents too may experience some anxiety or have particular concerns around their children's transitions and offer additional support where necessary.
- Establish effective communication, to share relevant information with other settings or schools, to ensure that children's needs are met and that there is continuity in their learning.
- Work effectively with professionals from other agencies, such as local and community health services, or where children are looked after by the local authority to identify and meet the needs of individual children.

4. Role of Staff in Current Setting

Ensure the policy includes the roles and responsibilities of key staff involved in transition. For example:

The Manager/Lead Teacher will:

- Develop links with local schools.
- Pass on information so that children and their parents can build relationships with new schools.
- Liaise with outside agencies who are already involved with individual children to ensure coordination over plans for transition.
- Continue to offer a genuine relationship to staff in the new school for children who are making the transition.
- Share relevant information and plan the transition with the parents.
- Respond sensitively to a child's views, feelings, and behaviour about moving on.
- Provide more in depth knowledge of the different circumstances that might surround a child's transition and offer support as needed.

5. Role of Staff in the Receiving School

Ensure the policy includes the roles and responsibilities of key staff involved in transition. For example:

The Early Years Coordinator will:

- Develop links with local settings.
- Plan time for staff to build relationships with new children and their parents.
- Liaise with outside agencies who are already involved with individual children to ensure coordination over plans for transition.
- Offer a genuine relationship to children who are making the transition into their school.
- Arrange a home visit/video call with the family in order to share information and plan the transition with the parents.
- Establish a relationship with parents and share information
- Respond sensitively to a child's views, feelings, and behaviour.
- Have more in depth knowledge of the different circumstances that might surround a child's transition and offer support as needed.

6. Meeting Individual Needs

All children have individual needs, and transition arrangements need to be flexible enough to respond to these. In your policy, outline how you ensure there is flexibility in meeting individual needs.

'We are committed to meeting individual children's needs and ensure that we respond with sensitivity and flexibility. For example:

- use of transitional/comfort objects
- time taken to settle and parent support
- support from staff

The policy should acknowledge that transitions for disabled children, those with other additional needs and other vulnerable groups are likely to involve a much higher level of planning and support. This will include Children in Care, refugees and asylum seekers, newly arrived children and Gypsy, Roma and traveller children.

Outline the role of the Inclusion Coordinator/SENCO in this process. For example:

'We ensure that transitions for children with additional needs and vulnerable groups of children will be carefully planned with parents. The Inclusion Coordinator/SENCO will organise a meeting with the parent to discuss the child's needs and develop a plan, provide information about our setting/school and involve relevant agencies where appropriate. We will review how the child has settled with parents after six weeks.'

'The Inclusion Coordinator will take a lead role in planning transition to school for children with additional needs. This will involve arranging a transition plan meeting with the parents, school and support agencies where appropriate, liaison with the school Inclusion Coordinator/SENCO to organise additional opportunities for the child to make contact with the school.'

7. Review

The policy should be reviewed regularly to update policy and practice. A statement needs to be written in your policy to reflect your commitment to reviewing your procedures in the light of new legislation and guidance.

'This policy will be reviewed regularly. The date of the next review is (month and year). We will reflect upon our practice in considering the effectiveness of our policy, looking at intake and progress of children, staffing and parental involvement. If we feel that our policy needs to be changed (for example in light of new legislation), we will seek to amend it as necessary, seeking support as appropriate. We welcome feedback on this policy and its implementation from parents and all others involved innursery/pre-school/school.

Date policy written: (month and year)'

(This has been adapted from Moving On: Supporting Children's Transitions in the Early Years Tower Hamlets)

Appendix 3

Transition information for parents /carers Early Years provider to reception

Name

DOB

Setting

How I Learn (COEL) - What characteristics of learning do I have? (Highlight)

Playing and exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning

- Being involved and concentrating
- Keeping on trying
- Enjoying, achieving what they set out to do

Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

Prime Areas of Learning: Communication, Physical and Personal, Social and Emotional

What skills and strengths do I have?

Specific Areas of Learning: Literacy Development, Mathematical Development, Understanding of the World, Expressive Art and Design.

What skills and strengths do I have?

Next Steps

What do I need to learn next and how can I be helped?

Guidance for professionals' transition conversation

Early Years Provider to School

Name				Setting	
DOB				Home Language	
SEN	SEN support	EY funding	EHCP	Professionals Involved	
Supported with: (e.g. medical needs, social skills, S&L)				Current	Past
How I Learn (COEL) - books, activities)					
Prime Areas of Learning	C&L		PSED		PD
	On track/ Not on track		On track/ Not on track		On track/ Not on track
Specific Areas of Learning					

Next Steps

Any specific support required:

Any other Learning and Development info:

Additional safeguarding information (if relevant)

Early Years Provider to School

Is the child currently subject to Early Response Hub support, a Child Protection Plan, a Child in Need Plan or a Child in Care Plan? Yes / No

If Yes (*detail which one*)

Further information to follow from setting? (*confidentially and securely, with parental consent*) Yes / No

School to ring EY setting? (*must have talked through the conversation with parents first*) Yes / No

Is there current Social Worker or Family Support Worker involvement? Yes / No

If the child is a Child in Care which LA is responsible for them?

Name, contact number and department:

Start date:

Has the child previously been subject to Early Response Hub support, a Child Protection Plan, a Child in Need Plan or a Child in Care Plan? Yes / No

With parental consent, briefly explain below, giving dates and support offered

Any other relevant information to enable the appropriate support to be given? Yes / No

With parental consent, briefly explain below, giving dates and support offered



St Finian's Starting School Bucket List

Fill a bucket full of memories



Go to the park!
Run, swing, slide, laugh, scream until you are exhausted!

Play ball games:
Football, throw, catch, bounce...
Throw it high & far

Cook up a storm.
Maybe bake some treats and have party!

Play your favourite board game or complete a jigsaw.

Sing some of your favourite songs.
Make a microphone!

Join the local library and enjoy some new books.

Smile and laugh at least once a day – make someone else smile!

Have a pyjama and film day with your family.

Make some sandwiches and have a summer picnic.

Make some playdough and use a knife and fork to practise cutting it up.

Make mud pies!

Draw, paint, get out the recycling – what can you create and decorate?

Have a water fight!

Become more independent – zip up jackets, get dressed, put your own shoes on.

Spend as much time as possible outside – invite friends over to play!

Say please and thank you!

Appendix 5 All about me

Name:

Age:

Date

A picture of me

(Draw a picture of yourself or stick a photo of yourself in the box)

A picture of me

(Draw a picture of where you live. You may wish to include who lives with you too)

My favourite

(Draw a picture in each of the boxes or get an adult to write down your thoughts)

Book

Activity/Experience

Rhyme or song

Animal/Creature

Memory

Food

Appendix 6

NB This advice is taken from the Early Development and Inclusion Team's Support Strategies for Inclusion Toolkit, but may be helpful for any child with additional needs

Transition to School:

Good Practice for Transition Planning for Children with SEND

In the term before a child with SEND starts school, usually the summer term, it is best practice for a transition meeting to take place. This is usually organised by the early years setting that the child currently attends. The purpose is to share information that will help the child settle well at school, and to consider any visits or other arrangements that may be helpful.

EDIT and other services such as CYPIT may be able to attend in some cases, but the early years setting, and the parents are key in passing on vital information.

Organising a transition meeting:

- Contact the school using the school office email or phone number and ask for dates from the Foundation Stage 2 staff and/or SENDco to attend a transition meeting for a child with SEND. You may wish to suggest some specific dates that suit you, parents, and possibly other professionals (such as the EDIT involved with the child).
- Confirm dates with parents (and other professionals if relevant), and set a venue (either in person or on TEAMS/Zoom)
- The table below can be helpfully used as the basis for your transition meeting.

Name of child:

Nursery/Preschool:

Contact name:

School:

Contact name:

What is the school's policy?

What transition activities are put in place for the whole cohort?

1. Initial meeting

- CT / HT / SENCo / EDIT / Parents / meet to discuss child's needs and to begin to outline activities for transition.
- Consider inviting Nursery/Preschool staff and other professionals e.g. SLT / OT / PT if appropriate.

Meeting notes here: (Are there any additional considerations for the child?)

Are any other children from the Nursery also going to this school?

Planned Events	Suggested Activities	Discussed/ Completed/ Date/
2. School staff to visit nursery/ preschool	Teacher / SENCo to visit child at Preschool and talk to keyworker and staff.	
3. Child to have relaxed visits to school/ Walkabouts before/after school	Child to visit school with parent at end of school day to begin to gain familiarity school environment (including class teacher/members of staff/ children in class.)	
4. Planned visits to school	Child to visit school with: <ul style="list-style-type: none"> - their new class - with Keyworker/Nursery staff - with parent - other? 	
5. Additional visits to school	For example, child could visit school with keyworker to experience some independent learning time.	
6. Sharing of information	Preschool to provide school with a copy of child's Learning journal.	
7. Photo book	School to provide child with a photo book of the People and Places, which shows the adults in the Foundation Stage and the different areas in the class and school, by the end of term for child to share with their family and friends over the summer break.	
8. Visit to home	Teacher / SENCo to visit child at home and talk to parents (If this isn't possible in any other setting.)	
9. Any other identified actions		

Appendix 7

3. Transition to School: One Page Profile (Sample)

<div style="background-color: #4a86e8; color: white; padding: 10px; display: inline-block;">Please attach photo here</div>		<h2>.....'s one page profile to transfer to school</h2>
<p><u>Communication:</u> I can...</p> <ul style="list-style-type: none"> • 	<p>I need help to:</p> <ul style="list-style-type: none"> • 	<p>This helps me:</p> <ul style="list-style-type: none"> •
<p><u>My self-help skills:</u> I can ...</p> <ul style="list-style-type: none"> • 	<p>I need help to:</p> <ul style="list-style-type: none"> • 	<p>This helps me:</p> <ul style="list-style-type: none"> •
<p><u>Things I enjoy:</u> I can ...</p> <ul style="list-style-type: none"> • 	<p>Things I need help with ...</p> <ul style="list-style-type: none"> • 	<p>This helps me:</p> <ul style="list-style-type: none"> •
<p><u>My environment:</u> I can....</p> <ul style="list-style-type: none"> • 	<p>I need help when ...</p> <ul style="list-style-type: none"> • 	<p>This helps me:</p> <ul style="list-style-type: none"> •
<p>Other things that are useful to know about me:</p>		

Please attach
photo here

Example Copy
Maisie's one page profile
to transfer to school

<p>Communication:</p> <ul style="list-style-type: none"> • Hand-lead • Point • Sing songs • Make vocalisations 	<p>I need help to :</p> <ul style="list-style-type: none"> • Ask for what I need • Tell you when I'm upset 	<p>This helps me:</p> <ul style="list-style-type: none"> • Now/Next board • Visual timetables • PECs Stage 1 • Using Makaton
<p>My self-help skills: I can ...</p> <ul style="list-style-type: none"> • Hand-lead • Point • Sing songs • Make vocalisations 	<p>I need help to:</p> <ul style="list-style-type: none"> • Ask for what I need • Tell you when I'm upset 	<p>This helps me:</p> <ul style="list-style-type: none"> • Now/Next board • Visual timetables • PECs Stage 1 • Using Makaton
<p>Things I enjoy:...</p> <ul style="list-style-type: none"> • Playing with water • Being outside • Peppa Pig 	<p>Things I need help with ...</p> <ul style="list-style-type: none"> • Loud noises like bells – I use my ear defenders • When Mummy leaves in the morning 	<p>This helps me:</p> <ul style="list-style-type: none"> • Bubble 'timer' – I love watching the bubbles • Train tracks • Squishy balls to squeeze • My toy rabbit – when Mummy leaves in the morning
<p>My environment: I can....</p> <ul style="list-style-type: none"> • Spend 10 minutes at my workstation playing with a click clack track • Find and point to my rabbit to calm me 	<p>I need help ...</p> <ul style="list-style-type: none"> • When it is busy and noisy • When my toys are used by someone else. • When I have to change what I am doing. 	<p>This helps me:</p> <ul style="list-style-type: none"> • Regular movement breaks outside and heavy work activities • Having a sensory box available to help me calm • Having a quiet area I can go to and an adult to know when I need this

Other things that are useful to know about me:

- I am anaemic and get very tired

Appendix 8

Early Years Planning Tool

Appendix 9

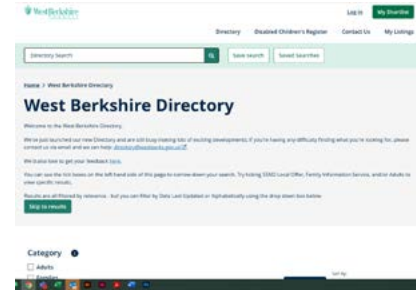
New Learner profiling tool

Appendix 10

Useful links to share with parents in order to support their child at home:



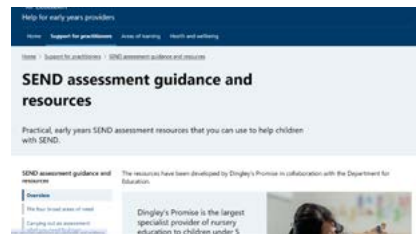
[Home - West Berkshire ECAT](#)



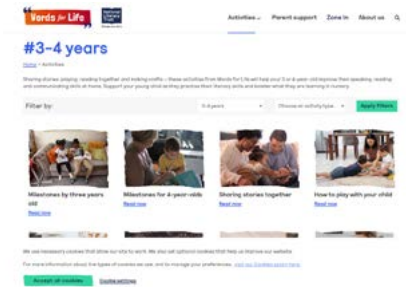
[West Berkshire Directory | West Berkshire Directory](#)



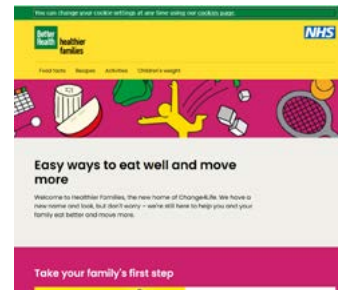
[A Flying Start to School - West Berkshire Council](#)



[Help for early years providers : SEND assessment guidance and resources](#)



[Birth to 4 | National Literacy Trust](#)



[Healthier Families - Home - NHS \(www.nhs.uk\)](#)

BookTrust Home Time rhymes to sing along with | BookTrust



<https://www.bbc.co.uk/tiny-happy-people>

