

Early Years Foundation Stage

Transition Document

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| Child’s Name:  |
| Date of Birth:  | Age in Months:  |
| Name of Setting: |
| Name of Key Person: |
| Signature of Key Person: |

The information in this document is produced from conversations with parents/carers, evidence from the child’s learning journey and also observations from practitioners within the setting. I give permission for this information to be passed to my child's next setting.

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| Parent’s Signature: |
| Date of completion of Transition Document: |

You may insert a photograph or

drawing of the child here

**Lancashire Early Years Quality Improvement Team**



**Transitions**

Transitions should be seen as a positive event. When a child starts at a new setting, they should be excited, happy and eager to go. This happens if the child knows exactly where they are going, who they will be with, what they will do there and how long they will stay. A successful transition means that the child settles quickly, they will have good emotional well-being and high involvement, therefore learning and developing from day one.

**Aims**

* To provide specific information to support children's wellbeing and the transition to school
* To involve the child, families and practitioners in developing a picture of the child's learning and development
* To support initial assessment of the child on transition to a new setting
* To provide consistency across Lancashire in sharing information about children during transition to a new EYFS setting

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**Guidance**

It is intended for this document to be used to pass on information which provides a picture of each individual child, along with a summary of learning and development stages from setting to setting and particularly during transition to school. The involvement of the parents is essential in completing this document for their child, as parents are their child's first and enduring educators.

Information shared by parents throughout the year, about their child's interests, strengths and needs, will help the staff to plan for welcoming children who may have experienced a pause in their setting-based education and help to plan for experiences that will enable them to feel settled, safe and secure. Information will capture their interests, recognise their emotional needs and ensure they are happy when starting school. Information will be gathered from a variety of sources, including;

* Conversations with the child's parent/carer
* Conversations with the child face-to-face or via online communications
* Key person communications
* All practitioners in the setting
* Learning journeys
* Photographs of learning experiences at home and in the setting
* Observations and assessments at home and at the setting

For those children with Special Educational Needs and Disabilities (including medical needs), who may also have involvement with other agencies, it is vital that the correct paperwork and procedures are adhered to when passing on confidential information. Please be aware of any other sensitive information that may need to be passed on through other methods.

The parent's signature is essential to gain permission for information to be passed on. Please give a completed copy of this document to the parents and also to the transfer setting, if parental consent has been obtained.

**Completion of the Developmental ages and stages.**

To arrive at a summative judgement, it is advised that the practitioner should identify the main age/stage band evidenced by a child's learning and development in the relevant aspect. The definitions below may be used by practitioners to identify a "bestfit" judgement for each child.

**Below Expected (BE)** working belowexpected levels of development.

**Expected (E)** working at expected levels of development.

**NB:** Children develop at their own rates and in different ways; therefore, a child may demonstrate some of the development statements in more than one age/stage band simultaneously.

The aim is to improve outcomes for all children and help close the gap for disadvantaged children and those not meeting their expected levels of development. Where children are not experiencing success, they may have barriers to their learning. These barriers might be short-term, or they may indicate a longer-term special educational need and/or disability. In these instances, more assessment will be needed to try to get to know the child better, pinpoint their needs and improve outcomes. This information is valuable for the child's next practitioner to know and should be shared (with parental permission).

Family: any siblings, single parent, same sex marriage, looked after child…?

Home: who lives with the child, language spoken at home, do they share a bedroom…?

Child:

Age:

 

Attendance: full time, part time, number of sessions, punctuality….



Family events: new baby, favourite trip.…?



Interests at home: swimming lessons, football, reading…..



Interests at the setting: painting, reading, construction, outdoor play, schemas…



Learning style: characteristics of effective learning, visual, auditory, kinaesthetic, fixed or growth mindset….

Relationships: plays with everyone, prefers small groups, has one best friend, plays alone….

Further information/key person's comments: medical needs, allergies, does child attend other settings, childminder…, any additional comments

Important things: Have there been any recent changes at home? What am I looking forward to doing at my next setting?

I matter: What learning experiences do I enjoy? What am I proud of?



How to support me:

Where do I learn best at home? (outdoors/indoors) How can you comfort me when I am upset or anxious or unhappy? What do I find difficult? What will help me to settle when I start my next setting?

Other comments: How does your child seem in themselves, how is their well-being? Have you got any concerns?

**Summative assessment judgements – Birth to Five Matters**

**Date child last attended the setting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prime Areas | Indicate BE /E (Below expected / Expected) that best fits the child`s stage of development. | Date Completed | 0 – 6 mths | 6-12mths | 12-18 mths | 18-24 mths | 24-36 mths | 36-48 mths | 48-60mths | 60-71mnths |
| **Personal, Social****and Emotional Development** | **Making relationships** |  |  |  |  |  |  |  |  |  |
| **Sense of self** |  |  |  |  |  |  |  |  |  |
| **Understanding Feelings** |  |  |  |  |  |  |  |  |  |
| Comments:  |
| Physical Development | Moving and handling  |  |  |  |  |  |  |  |  |  |
| Health and self-care |  |  |  |  |  |  |  |  |  |
| Comments: |
| **Communication and Language** | Listening and attention |  |  |  |  |  |  |  |  |  |
| Understanding |  |  |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |  |  |
| Comments: |
| **Specific Areas** | Indicate BE /E (Below expected / Expected) that best fits the child`s stage of development. | Date Completed | Birth -6mths | 6-12 mths | 12-18 mths | 18-24 mths | 24-36 mths | 36-48 mths | 48-60 mths | 60-71 mnths |
| Literacy  | Reading |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |
| Comments: |
| Mathematics | Mathematics |  |  |  |  |  |  |  |  |  |
| Comments: |
| Understanding the World  | People and communities |  |  |  |  |  |  |  |  |  |
| The World |  |  |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |  |  |
| Comments: |
| Expressive Arts and Design | Creating with Materials |  |  |  |  |  |  |  |  |  |
| Being imaginative and Expressive |  |  |  |  |  |  |  |  |  |
| Comments: |

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| **Characteristics of effective learning****arng****Characteristics of effective learning** | Comments on the Characteristics of Effective Learning Playing and exploring- engagementActive learning- motivationCreating and thinking critically- thinking |
| Any other relevant information |

**Summative assessment judgements – Development Matters**

**Date child last attended the setting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| Specific Prime  | Indicate BE /E (Below expected / Expected) that best fits the child`s stage of development. | Date Completed | **Birth -3 years old** | **3-4 years old** | **Reception** |
| **Personal, Social****and Emotional Development** |  |  |  |  |
| Comments |  |
| Physical Development |  |  |  |  |
| Comments  |  |
| Communication and Language |  |  |  |  |
| Comments  |  |
| **Literacy**  |  |  |  |  |
| Comments |  |
| **Mathematics** |  |  |  |  |
| Comments |  |
| **Understanding the World**  |  |  |  |  |
| Comments |  |
| **Expressive Arts and Design** |  |  |  |  |
| Comments |  |
|  Characteristics of effective learning  | Comments on the Characteristics of Effective Learning Playing and exploring- engagementActive learning- motivationCreating and thinking critically- thinking |
| Any other relevant information |