|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Child’s Name: | | | | | | | DOB: | |
| Name of Setting: | | | | | | | | |
| Completed by: | | | | | | | | |
| Attendance pattern: | | | | | | | | |
| Parent/Carer comment:  Parent/Carer Signature: | | | | | | | | |
| Key person’s comments: | | | | | | | | |
| Other professionals worked with: | Speech and Language Therapist | Educational Psychologist | Paediatrician | | Social Worker | Occupational Therapist/  Physiotherapist | | Other |
| CLA/PLA: Y/N | | | | Accessed EYPP funding Y/N | | | | |
| Date of latest WellComm screening: | | | | WellComm section child achieved green: | | | | |
| SEND register Y/N | | | | Any referrals made? (if yes, provide dates) Y/N | | | | |
| Additional interventions / support provided: | | | | | | | | |
| How to support me in my new setting to ensure a smooth transition - needs and interests: | | | | | | | | |

*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.*

Early Years Foundation Stage

Pre-school Transition Document

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Indicate the age phase that best fits the child`s stage of development. | | Range 1 | Range 2 | Range 3 | Range 4 | Range 5 | Range  6 |
| **Personal, Social**  **and Emotional Development** | **Making relationships** |  |  |  |  |  |  |
| **Sense of self** |  |  |  |  |  |  |
| **Understanding Feelings** |  |  |  |  |  |  |
| Physical Development | Moving and handling |  |  |  |  |  |  |
| Health and self-care |  |  |  |  |  |  |
| **Communication and Language** | Listening and attention |  |  |  |  |  |  |
| Understanding |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |
| **Literacy** | Reading |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |
| Mathematics | Number |  |  |  |  |  |  |
| Numerical patterns |  |  |  |  |  |  |
| **Understanding the World** | People and communities |  |  |  |  |  |  |
| The World |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |
| **Expressive Arts and Design** | Creating with Materials |  |  |  |  |  |  |
| Being imaginative and Expressive |  |  |  |  |  |  |