*‘Transition should be viewed as a process rather than an event that involves children, practitioners and parents together. Transition has been described as an ongoing journey rather than a destination’ EARLY YEARS MATTERS*

**BUILDING POSITIVE PARTNERSHIPS**

-between parent/carers, settings and other people involved with the child. Listening to the voice of the parent/carer/child.

**UNDERSTANDING**

**THE UNIQUE CHILD**

– their individual needs/interests/likes and support needed/special people in their life.

**CREATING AN ENABLING ENVIRONEMENT**

– and any changes to the environment and/or routines that may be required.

**KEY**

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| **EHA** | EARLY HELP ASSESSMENT |
| **EAL** | ENGLISH AS AN ADDITONAL LANGUAGE |
| **CLA** | CHILD LOOKED AFTER |
| **CP** | CHILD PROTECTION |
| **CIN** | CHILD IN NEED |
| **SALT** | SPEECH AND LANGUAGE THERAPY |
| **EYPP** | EARLY YEARS PUPIL PREMIUM |
| **EHCP** | EDUCATION AND HEALTH CARE PLAN |

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| **POINTS TO CONSIDER** | **ANY NOTES/COMMENTS** |
| * Have settings contacted parents/carers to obtain information on which school the child is going to? Have settings gained parental consent to share information? |  |
| * Have settings considered how they will engage with parents/carers if they do not have access to technology - prior to meeting/liaising with school? |  |
| * Have schools made contact with parents/carers as early as possible to share school information electronically - as an alternative to home/nursery visits – for example… sharing photos of the classroom/staff/school with families and current settings? |  |
| * Have schools created a ‘New to Nursery’ and/or ‘New to Reception’ section on their website including; …. E.g. welcome video from head and introductions from key EY staff/key persons, virtual tour of the class/school, virtual talk through daily routines, uniform and equipment requirements? |  |
| * Have parent/carers got access to virtual stay and play sessions/online events/activities for children etc. to promote home learning opportunities? |  |
| * Have schools set parents/carers up on Tapestry or online learning journals, so the children can get to know the school and vice versa before September? |  |
| * Have settings and schools sign posted parents/carers to advice and online resources to how to best support their child through transition?   [KS2 - BBC Bitesize](https://www.bbc.co.uk/bitesize/collections/starting-primary-school/1)[Using the Hungry Little Minds brand - GOV.UK](https://hungrylittleminds.campaign.gov.uk/)[Tiny Happy People Digital Pack - BBC Tiny Happy People](https://www.bbc.co.uk/tiny-happy-people/activities/zjh8hbk) |  |
| * Have settings used the standard Tameside transition pro-forma (**Transition Report and One Page Profile**)? Providing key information to each child’s receiving school, based on their knowledge of the child when they last saw them and in partnership with parents – phone or/and email. We suggest these forms are submitted to schools **by the end of June.** |  |
| * Have settings and schools organised phone calls to discuss some children in greater detail? (E.g. regarding children who may be Looked After, on Child-Protection or Children-in-Need plans or have EHCP/on the SEND pathway). |  |
| * Have settings and schools agreed how documentation will be passed on? The most secure way to pass on transition information is to hand deliver forms to school office or via Encrypted emails direct to the teacher. It is the responsibility of the setting to ensure any sensitive information is passed on safely and securely in line with GDPR. |  |
| * Have settings kept a copy for the Transitional document for their own records? |  |
| * Have settings considered who is most appropriate to be responsible for transition? E.g. Individual keyperson? EYFS feeder link? Manager? Pre-school room leader? |  |
| * Have settings and schools considered how they will arrange EHCP and/or virtual 4+1 meetings for children on the SEND pathway - at the earliest opportunity - involving parent/carer and all professionals involved with the child? * The meeting should consider ….. * the effectiveness/relevance of existing targets? Has the child progressed/ regressed? What are their current needs? Are there new timescales? Any changes in professionals? * any relevant Medical Care plan |  |