Supporting Positive Transitions in the Early Years:

Appendices

Documents to help Early Years staff support successful transitions for children *into, within* and *from* their setting

Early Years Educational Effectiveness Team

and Early Years SEND Team

Updated January 2024



**­SUPPORTING TRANSITIONS: APPENDICES**

How to use these appendices:

* Appendices 1 -10 are suggested documents depending on the needs of the child and the type of transition they are making. There is no expectation that all documents are completed for every child.
* Please use your own professional judgement, and refer to the transitions checklists in the guidance document, to help you decide which templates are most appropriate.
* You are welcome to tweak the documents to best fit the needs of your setting.
* It is good practice to complete a ‘One Page Profile’ for every child starting at your setting. You can then update this at other transition points so you do not need to start one from scratch (be clear to date/ use a different colour to show amends).
* The table below shows which documents might be most useful in which circumstances. Clicking on the name of the document will take you directly to it.
* Appendix 11 is a tool to guide your practice around transitions in your setting.

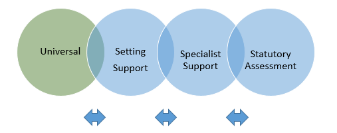
|  |  |  |  |
| --- | --- | --- | --- |
| Level of support for child | **Universal** | **Setting support/specialist support**  **(any other additional need such as anxiety, trauma, social care involvement)** | **Child with EHCP** |
| Type of transition |
| **Home to setting** | [Personal Information page (appendix 1)](#appendix1)  [One page profile (appendix 2)](#appendix2)  [Record of Home Visit (appendix 5)](#appendix5) | Surrey Support Plan\* (if required)  PEP\*\* (if relevant)  [Record of Home Visit (appendix 5)](#appendix5)  [Invitation to transition meeting (appendix 6)](#appendix6)  [Transition meeting record (appendix 7)](#appendix7)  [Settling in review (appendix 8)](#appendix8)  [Transition Funding Application (appendix 10)](#appendix10) | EHCP  [Record of Home Visit (appendix 5)](#appendix5)  [Invitation to transition meeting (appendix 6)](#appendix6)  [Transition meeting record (appendix 7)](#appendix7)  [Settling in review (appendix 8)](#appendix8) |
| **Room to room within nursery** | [Personal Information page (appendix 1)](#appendix1)  [One page profile (appendix 2)](#appendix2)  [Progress Tracker & Learning Overview (appendix 4)](#appendix4) | Surrey Support Plan\* or PEP\*\* as well as:  [Settling in review (appendix 8)](#appendix8) | EHCP/ Surrey Support Plan\* or PEP\*\* as well as:  [Settling in review (appendix 8)](#appendix8) |
| **One setting to another** | [Personal Information page (appendix 1)](#appendix1)  [One page profile (appendix 2)](#appendix2)  [Progress Tracker & Learning Overview (appendix 4)](#appendix4) | Surrey Support Plan\* or PEP\*\* as well as:  [Invitation to transition meeting (appendix 6)](#appendix6)  [Transition meeting record (appendix 7)](#appendix7)  [Settling in review (appendix 8)](#appendix8)  [Transition Funding Application (appendix 10)](#appendix10) | EHCP/ Surrey Support Plan\* or PEP\*\* as well as:  [Invitation to transition meeting (appendix 6)](#appendix6)  [Transition meeting record (appendix 7)](#appendix7)  [Settling in review (appendix 8](#appendix8))  [Transition Funding Application (appendix 10)](#appendix10) |
| **Setting to school** | [Personal Information page (appendix 1)](#appendix1)  [One page profile (appendix 2)](#appendix2)  [Cohort summary (appendix 3)](#appendix3)  [Progress Tracker & Learning Overview (appendix 4)](#appendix4)  [Record of Home Visit (appendix 5)](#appendix5) | Surrey Support Plan\* or PEP\*\* as well as:  [Record of Home Visit (appendix 5)](#appendix5)  [Invitation to transition meeting (appendix 6)](#appendix6)  [Transition meeting record (appendix 7)](#appendix7)  [Settling in review (appendix 8)](#appendix8)  [Questions for parents to ask when visiting schools (appendix 9)](#appendix9)  [Transition Funding Application (appendix 10)](#appendix10) | EHCP/ Surrey Support Plan\* or PEP\*\* as well as:  [Record of Home Visit (appendix 5)](#appendix5)  [Invitation to transition meeting (appendix 6)](#appendix6)  [Transition meeting record (appendix 7)](#appendix7)  [Settling in review (appendix 8)](#appendix8)  [Questions for parents to ask when visiting schools (appendix 9)](#appendix9)  [Transition Funding Application (appendix 10)](#appendix10) |
|  | Schools may also wish to complete their own home visit records and settling-in reviews, and can use the templates in appendices 5 and 8 | | |

\*Surrey Support Plan (SSP) for children with additional needs – see [Graduated Response Early Years | Surrey Local Offer](https://www.surreylocaloffer.org.uk/practitioners/resources/gr-early-years#panel-4)

\*\*Personal Education Plan for children who are looked after by the Local Authority – see [Personal Education Plans (PEPs) - Surrey County Council (surreycc.gov.uk)](https://www.surreycc.gov.uk/children/social-care/svs/education/pep)

Personal information for transitions **(Appendix 1)**

|  |  |  |  |
| --- | --- | --- | --- |
| Child’s name:  Known by any other name:  (could be written phonetically) | Age in months | Girl / Boy/GN | Date |
| Name of childcare provider: | Child’s start date | Number of hours/sessions attending:  EYPP: Yes/No | |
| Childcare provider’s phone number: | Language(s) spoken at home | Does the parent/carer require any support to communicate verbally or in written form Y/N | |
| Key person’s name | Does your child attend an alternative setting? | | |
| Voice of the child (child’s interests, like and dislikes): | | | |
| Has your child experienced any recent changes to their home life? | | | |
| Has your child had their 2-year progress check at another setting?  Y/N Date of check:  Has your child had their 27-month health review with the health visiting team?  Y/N Date of review:  Please provide copies of either or both. | | | |
| Do any of the following apply to your child? (Please highlight)   * Concerns raised by parents or professional around child’s development * Early Help Assessment * Looked After Child, fostered or adopted * Behaviour Support Plan * Risk Assessment * Health care plan * Personal Emergency Evacuation Plan (PEEP) * Personal Education Plan (PEP) * Child in Need Plan * Child Protection Plan * Support for Mental Health * Support Plan for Critical Incident * Acute and complex medical needs * In receipt of Disability Living Allowance (DLA)   If yes, please ensure any documentation is shared with your child’s receiving setting/school (with parents’ consent) and ensure that a transition meeting into the new setting is arranged, with all professionals involved.  Please use the Transition Meeting templates provided in this pack.  Please ensure any child receiving ‘Setting Support’ or above has a Surrey Support Plan. | | | |

**One Page Profile for (insert child’s name) (Appendix 2)**

**How best to support me.**

**What will I need to help me settle into setting/school (access to specific toys)**

**Where do I learn best? (outdoors/indoors)**

**How do you think I will settle at setting/school?**

**What do I need to feel safe and secure, (visual prompts, support for personal care routines)?**

**How do I show you that I am anxious or unhappy? What will make me feel better?**

**What do I find tricky, (new situations, leaving carer, making new friends)?**

**What helps me in tricky situations?**

**Do I need support to communicate, (choices, objects of reference, gesture, visuals)?**

**I like it when…….**

**I get upset when…….**

**Am I on any long-term medication?**

**Do I have any allergies?**

**Do I need support to use the toilet, getting dressed, mealtimes?**

**Do I have any physical support needs?**

**Are there any cultural considerations?**

**What people like about me and what I like about myself:**

|  |
| --- |
| **What do family and friends and EY setting like and admire about me?**  **What are my strengths?** |

**Photo**

(**Include a photo of child to personalise the plan)**

**What is important to me:**

**Who are the people I live with?**

**Who is important to me (friends, extended family other carers, pets) and why?**

**What do I enjoy doing/particular interests? What is my favourite toy/activity/nursery rhyme/book?**

**What am I really interested in?**

**What makes a good day for me?**

**What makes me happy?**

**Do I have any friends/family that are coming to the same setting/school as me?**

**Do I like to play with others or on my own?**

**How do I feel about starting my setting or school?**

**I am happy a**

**I am worried about…….**

Diagram

Description automatically generatedCohort Summary **(Appendix 3)**

**For Children moving from (name of early years setting) to (name of school) in September (year)**

If you have a group of children who are all moving from your setting to the same school, it may be useful to complete an overview of the group. The children’s future teacher can then see information at a glance, and can refer to additional documents as needed.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Name | DOB | Up-to-date One Page Profile shared?  Y/N    (NB this might be part of a Surrey Support Plan for those children that have one) | Meeting expectations in prime areas?  Y/N  (If no, share further info, e.g. progress tracker & learning overview, or set up conversation with school) | Meeting expectations in literacy and maths?  Y/N  (If not, share further info, e.g. progress tracker & learning overview, or set up conversation with school) | Any additional needs or SEND? (health/  developmental)  Y/N  (If yes, share Surrey Support Plan and arrange transition meeting) | Any social/ safeguarding needs? (e.g. CLA, CiN or CP)  Y/N  (If yes, share records securely as per government guidance) | Any other comments or useful information |
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Progress Tracker and Learning Overview for (insert child’s name) **(Appendix 4)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date of birth** |  | **Admission date** |  | **Date of progress check at age two** |  |

**KEY:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Colour |  |  |  |  |  |  |  |  |  |
| Date of assessment |  |  |  |  |  |  |  |  |  |
| Age (months) |  |  |  |  |  |  |  |  |  |

**Completing the tracker below:**

* Only colour in the whole rectangle for an age band (i.e. all four quarters) if the child **consistently** demonstrates secure knowledge, skills and understanding in that area.
* If the child is emerging and still requires support to consolidate learning, then you need to make a judgement by colouring 1,2 or 3 of the smaller rectangles within an age-band to reflect their level of skill and development.
* Please refer to the OBSERVATION CHECKPOINTS within Development Matters, to help you make a judgement on the child’s development.
* Your knowledge of child development and the observation checkpoints will help you notice whether a child is at risk of falling behind in their development.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Area of Learning and Development** | * 1. **year**   **(0-12mths)** | | | | **1-2 years**  **(12-24mths)** | | | | **2-3 years**  **(24-36mths)** | | | | **3-4 years**  **(36-48mths)** | | | | | **4-5 years**  **(48-60mths)** | | | |
| **Personal, Social, and Emotional Development** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |
| **Communication and Language Development** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |
| **Physical Development** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |
| **Mathematics** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |
| **Literacy** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |
| **Understanding the world** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |
| **Expressive arts and design** |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |

**Any further information to support the Progress Tracker:**

(particularly useful if child is emerging/exceeding in milestones)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Characteristics of learning (playing and exploring, active learning, creating and thinking critically) | | | | | |
|  | | | | | |
| Prime areas of Learning and Development | | | | | |
| Personal, social, and emotional development | | Communication and language | | Physical development | |
|  | |  | |  | |
| Specific areas of Learning and Development | | | | | |
| Literacy | Mathematics | | Expressive Art & Design | | Understanding of the World |
|  |  | |  | |  |
| Parent/carer comments: | | | | | |
| Key person comments: | | | | | |
| Key person signature:  Date: | | | | | |
| Parent/Carer signature:  Date: | | | | | |

**Record of Home Visit (Appendix 5)**

|  |  |
| --- | --- |
| Child’s name |  |
| Name/s of parent/ carer/s present |  |
| Date of visit |  |
| Names of members of staff present |  |
| Name of interpreter if needed |  |
| **Key points for discussion** | |
| **Information about the child (please tick once completed)** | |
| Child’s registration form completed |  |
| Child’s One Page Profile completed |  |
| If necessary, discussion with parent/carer regarding any other documentation relating to child. (e.g., SEND / CiN / Health) |  |
| Name of child’s teacher / Key Person and introductory letter |  |
| Photo taken of child for their peg etc |  |
| Photo taken of child with their family for our family board |  |
| **Information about the setting (please tick once completed)** | |
| Prospectus / welcome pack information given to parents/ carers |  |
| Policies and procedures discussed, and information given to parents on where to access them |  |
| Learning journey explained, online or paper copy |  |
| Daily routine explained |  |
| Staff roles and responsibilities explained |  |
| Essential items needed |  |
| Photo booklet – staff photos and environment given |  |
| Permission forms signed by parents/carers |  |
| Any other information |  |
| **Information about settling in (please tick once completed)** | |
| Settling in visits dates |  |
| If a staggered start, days, and times child will be attending |  |
| Start date |  |
| Arrivals and collections |  |
| Settling in review explained |  |
| Other information |  |
| **Actions identified** | |
|  | |
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|  | |
|  | |
| Signed by parents/ carers:  Date |  |
| Signed by staff:  Date |  |

**Diagram

Description automatically generatedInvitation to Transition Meeting Template (Appendix 6)**

Email Subject: Early Years Transition Meeting for (child’s initials)

Dear

Transition meeting for:

Name: …………………….

From:………………………*(Name of current setting)*

To: …………………………*(Name of receiving setting)*

I would like to invite you to a transition meeting for *(name of child and DOB)* on *(date & time of meeting)* at *(venue of meeting)*.

This meeting is an opportunity for (*child’s*) parents, nursery and future school, plus other involved professionals, to discuss how best to support a successful transition to school for (*child).* We will consider current and possible future strategies for working with *(child)* and ensure that everyone involved in supporting *(child)* is confident in the next steps needed to best meet (*his/her*) needs.

Please contact me by telephone or email *(insert number/email)* to confirm your attendance.

Yours sincerely,

*(Sign and state position, for example SENCo)*

CC: *(List name and agency of those invited to come)*

**Diagram

Description automatically generatedTransition into Setting/School Meeting Record (Appendix 7)**

|  |
| --- |
| **Meeting for …………………….. (child’s name) Date:**  **Transitioning from (current setting) to (future setting) on (date)** |
| **People present:** |
| **Parents’ Views:**  *For example -*  *What does your child do well? What does your child find tricky?*  *What help/ support has your family found useful?*  *Is there anything else that would be helpful for the new teachers to know?* |
| **Early Years Setting Views:**  *For example -*  *What is working well?*  *What are the child’s strengths and areas of need?*  *What does the future setting need to know to ensure they can meet the child’s needs?* |
| **Next steps for the future setting:**  *For example -*  *Is there anything you need further clarity about? Is everything on the SSP clear?*  *Will the child need any reasonable adjustments to be made within the setting?*  *Will a Risk Assessment need to be completed to identify any future needs?*  *Will other professionals working with the child need to continue their support at the new setting/school?*  *Will there need to be any further assessments prior to the child starting new setting/school? If so, by whom?*  *Does future setting/school have the contact details for family and current EY Setting if further queries arise?*  *What do you need to inform parents of at this point? (e.g. expectations around settling period, support staff)* |

|  |  |  |
| --- | --- | --- |
| Summary of agreed actions | Person responsible | Timescale |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Form completed by:**  **(Name and role)** | | |
| **I am aware this information will be shared with my child’s early years setting/school and other relevant services where appropriate.**  **Parent/Carer signature:** | | |

**Diagram

Description automatically generatedSettling-in review (Appendix 8)**

Practitioners may use this document if they feel that a child or family would benefit from a review meeting to discuss how well the child has settled. This could include a discussion about the strengths and needs of the child and family, and identify any further support required.

|  |  |
| --- | --- |
| Childs name: | |
| Date child started: | |
| Date of review: | |
| Name of parent/ carer: | |
| Name of key person: | |
| Parent carer views | |
| How do you feel your child has settled? | |
| What do you think your child enjoys most about being at our setting? | |
| Is there anything you think we could do better? | |
| Key person observations | |
| How has the child settled?  What the child enjoyed most about their experience at the setting? | |
| Are there any concerns regarding the child’s development? | |
| Actions to take forward/ next steps | |
| Parent/carer signature:  Date: | Key Person signature:  Date: |

**Diagram

Description automatically generatedQuestions parents might ask when visiting schools (Appendix 9)**

(For setting to print and share with parents)

**Points you may wish to consider prior to visiting are:**

* Think about what you would like to find out, the questions to ask and people to meet (e.g. the school’s Special Educational Needs Co-ordinator)
* Ask for and read the school’s own brochure/prospectus (information can be found online)
* First impressions are important but you should base any decision on a range of responses and the organisation of the school.

**Points to consider when visiting the school:**

* Arrange a visit at a time when children will be in the school
* Try to spend enough time in the school to allow you to make an informed decision
* You may want to visit with a friend or relative with whom you can discuss important issues later on
* Try to meet the staff who could be involved with your child - SENCo, teachers and learning support assistants
* It may be helpful to explore whether there are, or have been, other children in the school with needs similar to those of your child
* What arrangements are there for you to discuss your child’s progress and contribute to target setting and planning
* Overall, how welcoming does the school feel? Do children seem well behaved and happy?

**Within the classroom it may be helpful to explore:**

* How the structure and timetable of the day and the teaching and learning in the class will meet your child’s needs
* How the individual needs of children in the classroom are met
* Which adults work in the classroom and their role in supporting your child
* Whether there are other children in the school with needs similar to those of your child
* What arrangements there are for you, as a parent, to discuss your child’s progress and contribute to target setting and planning, learning opportunities, homework

**Consider external support; it may be helpful to explore:**

* Which external professionals visit the school, e.g. speech and language therapist, occupational therapist, if this is relevant to your child’s own needs
* Whether the classroom assistants deliver programmes set up by qualified therapists
* Whether your child would have to miss the same lessons or subjects to
* regularly work with any visiting professionals.

Remember, you can always telephone or visit the school again if you want more information following your initial visit.

**Diagram

Description automatically generatedEarly Intervention Transition Funding (Appendix 10)**

Transition funding can be requested to support a child with additional needs who is moving into your setting, or moving onto school or another early years provider. Transition funding can only be paid to the setting claiming the Funded Early Education for the child.

To claim transition funding, you will need to complete the following pages of the Surrey Support Plan (SSP):

* Front Cover with child’s name and date of birth
* Family and Child Details
* One Page Profile
* Progress Tracker
* Summary of the Child’s Strengths and Needs
* Early Intervention Funding (EIF) to Support Transitions

along with an Early Intervention Funding (EIF) application form.

Please ask your Early Years SEND Advisor or Early Years Advisor for guidance if you are unsure about whether a child is eligible for transition funding.

To find out more about Early Intervention Funding, (EIF) and to download a Surrey Support Plan and EIF application form, please use the funding section of the Surrey Local Offer: [Early Intervention Funding (EIF) | Surrey Local Offer](https://www.surreylocaloffer.org.uk/practitioners/resources/gr-early-years/eif)

**Developing your practice tool: Transitions (Appendix 11)**

A transition is a point at which a child makes a significant move from one part of their education journey to another. Within the early years, transitions can mean starting at a setting, moving from room to room within a setting, moving from one setting to another, or moving on to school.

Positive transitions support young children’s development and emotional wellbeing. The quality of the transition can impact on a child’s ability to feel safe, play and learn.

The way in which the first transitions are handled could have a significant impact on the child’s capacity to cope with change in the short and longer term.

*Key person 3.35 Each child must be assigned a key person. Their role is to help ensure that every child’s care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate*

[EYFS statutory framework for group and school based providers (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/656f23550f12ef07a53e024e/EYFS_statutory_framework_for_group_and_school_based_providers.pdf)

[EYFS statutory framework for childminders (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/657825a90467eb001355f552/EYFS_statutory_framework_for_childminders.pdf)

It is vital that a high-quality transition experience is offered to all children in the early years, which ensures continuity between home, key people and all the settings that make up children’s individual learning journeys.

Settings and parents should work together to share information about the child to ensure a positive transition. There may also be other professionals involved in supporting the child who should contribute.

For children with SEND, the SENCo and the child’s Key Person will need to work closely together.

* This tool could be used alongside [Development Matters](https://www.gov.uk/government/publications/development-matters--2) (Sept 2021), [Birth to five matters](https://birthto5matters.org.uk/) and the [Help for early years providers web page.](https://help-for-early-years-providers.education.gov.uk/understanding-the-world)
* This tool can be also used in conjunction with the ITERS/ECERS scales.
* This tool is not an exhaustive list of ideas, there may be may other points you wish to consider
* It should be shared with your colleagues to develop practice.
* It will support you to identify individual strengths in practice and areas where understanding the world can be developed further.
* It will ensure that children’s development for communication and language is embedded across all areas of learning

**Setting name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Practice statement** | **Prompts** | **Comments/what can we do next?** |
| A transition policy/procedure is in place and reviewed on a yearly basis | *Policy/procedure is shared with parents, policy reviewed with staff, settling in policy, communication and correspondence with new parents is evaluated, successes of transitions are shared on the website, Surrey Transition Guidance and templates are used.* |  |
| Staff have an understanding of the different transitions children experience and how they may affect their PSED and future transitions | *Information about other transitions the child may have experienced/going to experience is sought eg moving house/attending another setting, child is provided with familiar resources and experiences, transitional objects are used, transition training is attended.* |  |
| Information is gained about children’s past experiences to support successful transitions | *All About Me forms, One Page Profiles, home visits, discussion with parents/other setting, registration forms, 2 yr progress check, 27 month health review, settling in visits,*  *information about a child’s starting points are gathered, each transition is unique to each child, experiences are provided which reflect children’s home life and culture.* |  |
| Staff recognise some children will need a more supportive transition and exchange of information | *As above, multi agency meetings for children with SEND, additional settling in visits, shorter sessions, close working between SENCO and key person, transition funding, understanding the impact of EAL, cultural differences, traumatic experiences, separation anxiety, the effect of COVID* |  |
| Transitions are a process, not an event | *Clear process for transitions throughout the year, story times/drop-in sessions for new families to get to know the provision before child starts, visits to events at other rooms, new setting, feeder school, existing key person meets with new key person, new key person visits and plays with child in new room, staggered admissions, mid year admissions are replicated in the same way, review daily with the key person and parent on how the child is settling in, settling in review* |  |
| Information for new families is clear and welcoming | *Welcome pack with photos of staff and settling in process, provision for parents with English as an additional language or poor literacy skills,*  *parent’s anxieties are responded to sensitively, story times/drop-in sessions for new families to get to know the provision before child starts, parents invited to stay with the child as they adjust to the new environment* |  |
| Staff recognise the importance of each child feeling ‘known’ and special to their key person | *Songs & rhymes to learn each other’s names, stories collected to make books about children in the group, Family photos from the child,*  *photos on display, buddy support,*  *early attachment, key person relationships, a place for own belongings, photographs of children (taken with parental permission) for labels and in welcoming displays, children’s interests reflected in the environment* |  |
| Staff recognise strong relationships with the family and secure attachments between the child and their key person is essential in supporting transitions | *Key person Approach/policy,*  *Key person buddy system, key person forms a connection with the child and family before they start, eg home visits, Staff profiles on website, postcard to home, key person forms good relationships with the child and family, planning the environment around their interests, key person provides consistent warm care, children learn to be strong and independent through positive relationships and a sense of security following a transition, children feel safe and secure through continued connection between home and setting, being encouraged to bring in familiar objects from home, eg comforters* |  |
| There is a smooth and effective transfer of information to the child’s next setting or school | *Permission obtained from parents, completion of records, transfer of safeguarding files* |  |
| Parents are supported in preparing children for the next stage in their education, promoting independence and encouraging success | *Information for parents such as ‘Is your child starting school in September?’, parents are reminded to apply for school places in time, reminded to accept or decline places offered, school Open Day dates shared via newsletters, email, noticeboards etc, parents encouraged to make contact with child’s school, children with SEND signposted to SEND Local Offer, information provided to parents getting ready for, and applying for school places using links found in the transition pack.* |  |