Things to consider when supporting children, families, and practitioners through different types of transitions: please note, this is not a definitive checklist and should be used as a guide to support reflections.

**Moving from home into nursery (or childminder setting):**

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| 🗸 | Checklist |
|  | Have you met with the child/family and gathered key information about them? |
|  | Have you completed a personal information page/one page profile in conjunction with parents?  |
|  | Have you shared all information with parents about you/key person and your setting? |
|  | Have you carried out a home visit if required?  |
|  | Have you asked the parent for a copy of the child’s 2-year progress check or 27-month health review (if relevant)? |
|  | Have you ensured that time has been given for the child’s existing Key Person and new Key Person to share information?  |
|  | Have you arranged settling in visits?  |
|  | Have you used information about the child’s interests to plan your environment and support? |
|  | If the child has SEND have you also considered the following: |
|  | Have you organised a transition meeting with the setting SENCo or LA?  |
|  | If the child is being supported by outsides agencies, have you requested copies of the reports to plan your support? |
|  | Have you carried out an enhanced transition or enhanced settling in period?  |
|  | Are any additional resources needed e.g. sensory toys?  |
|  | After settling in, carry out a settling in review if a child required additional support to settle in.  |

**Moving age group rooms:**

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| 🗸 | Checklist |
|  | Do you have written transition procedures in place that all staff understand and are available to parents, if need be? |
|  | Has the existing Key Person updated the child’s one page profile and recent assessments/summary of learning and development so this can be shared with the child’s new key person? |
|  | Have you used information about the child’s interests to plan your environment and support ready for when they join their new room? |
|  | Has a visiting schedule been put into place that is individualised and agreed with parents? |
|  | Has the new Key Person been to visit and play in the child’s existing room? |
|  | Has the child and their current Key Person visited the child’s new room together? |
|  | During the visits is there an opportunity for the new Key Person and existing Key Person to introduce the child to the environment and play together with the child? |
|  | If the child has SEND have you also considered the following: |
|  | What elements of The Graduated Approach have been followed. Is there evidence of this which can be shared? |
|  | Does the child have a SEN play plan? If so, has this been shared?  |
|  | Has the new Key Person had time to discuss the child’s intervention and support with their existing key person and setting SENCO? |

**Moving from one early years setting to another:**

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| 🗸 | Checklist |
|  | Have you gained parental permission to share information with the child’s receiving setting? |
|  | Have you provided a brief written summary of the child’s interests and development? |
|  | Have you met with the child/family and gathered up to date key information about them? |
|  | Have you completed/updated their personal information page/one page profile in conjunction with parents?  |
|  | Have you received information from the child’s receiving setting? If not, please contact the child’s previous setting, with parental permission. |
|  | As the receiving setting, have you asked parents for a copy of the child’s 2-year progress check or 27-month health review if relevant? |
|  | Have you shared all information with parents about you/key person and your setting? |
|  | Have you carried out a home visit if required? |
|  | Have you arranged settling in visits? |
|  | Have you used information about the child’s interests to plan your environment and support? |
|  | If the child has SEND have you also considered the following: |
|  | What elements of The Graduated Approach have previously been followed. Is there evidence of this which can be shared? |
|  | Does the child have a SEN play plan? If so, has this been shared?  |
|  | Has the new Key Person/setting SENCO had time to discuss the child’s intervention and support with their existing key person/setting SENCO? |
|  | If the child is being supported by outsides agencies, have you requested copies of the reports to plan your support? |
|  | Are any additional resources needed e.g. sensory toys?  |
|  | Have you carried out an enhanced transition or enhanced settling in period? |

**Moving from early years setting to school:**

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| 🗸 | Checklist |
|  | Have you attended the Sefton Transition event?  |
|  | Have you received each child’s passport (all about me book)?  |
|  | Have you contacted previous settings to gather all relevant information?  |
|  | Have you visited the children in their current setting or completed home visits if required?  |
|  | Have you organised transition meetings with parents/carers? |
|  | Have you scheduled a settling in period?  |
|  | Have you created a transition booklet/shared photographs of your learning environment for children and families?  |
|  | Can you request a family photograph to be given to the school so that it can be displayed in the home corner/area of the classroom to support with transition?  |
|  | Consider organizing stay and play sessions to support with transitions  |
|  | If the child has SEND have you also considered the following: |
|  | What elements of The Graduated Approach have previously been followed. Is there evidence of this which can be shared? |
|  | Does the child have a SEN play plan? If so, has this been shared?  |
|  | Has the new Key Person/setting SENCO had time to discuss the child’s intervention and support with their existing key person/setting SENCO? |
|  | If the child is being supported by outsides agencies, have you requested copies of the reports to plan your support? |
|  | Are any additional resources needed e.g. sensory toys?  |
|  | Have you carried out an enhanced transition or enhanced settling in period? |
|  | Have you or the school SENCO made contact with the EY SEND Team?  |