

Transition Record - **Example**

Name of Child		Home Address
Date of Birth	M/F	
Names of Parent/Carer(s)		Parent/Carer Contact Numbers:

Proposed School/Nursery:	School/Nursery Start date:
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Name of Setting from which child is transferring:	Address of Setting
Name of Setting Liaison Worker	Setting Contact Number

Information Documents attached

Note here all the documents you are passing on from the child's Graduated Response File. (GRF)

The GRF is the information you have gathered together which helps form a picture of the child; their needs, people involved and details of how you support the child through an assess, plan, do, review process. If a child is receiving SEND support in your setting then you should be using this system.

Examples of the documents you may have available to pass onto the next setting;

- Child Details
- Involved agencies – check details are up to date
- Family Views
- One page Profile
- Summary of Needs
- Additional Support Timetable
- Targets
- Funding and equipment receipt evidence
- Educational Health Care Plan or paperwork you have submitted as part of the EHCP assessment process if no final plan is available yet
- Medical reports
- Assessments/development profiles
- Safeguarding information

Background Information and Nature of Intervention and Support Provided

Note here relevant historical and current information of support in place, such as;

- When the child started nursery and their attendance days.
- Health information – diagnosis, medical needs/regular review appointments. Give information on recent referral's submitted such as; an Early Help Assessment or an Education Health Care Assessment and give information on the status of the referral.
- Equipment needs and adaptation to equipment/activities and the environment.
- Note who else is involved; at what time/regularity and what support given, for example; speech and language therapist implementing language programme with 3 monthly reviews.
- Note any Funding being accessed by the setting to give additional adult support for the child.
- Note any Safeguarding/child protection information.

Child's Strengths (Positive), Interests and Needs

Note here any information that is relevant to understanding and supporting the child's needs, such as;

- What child enjoys doing, what he/she is good at?
- Skills in each area of development, particularly new and emerging skills not highlighted on their profile.
- Comment on what motivates and interests the child and prepares them for learning (you may want to signpost to the child's One Page Profile you have attached in the GRF)
- Comment on ongoing difficulties the child has in each area of learning and development, for example they may have;
 - Sensory processing difficulties
 - Under developed self-help skills such as, toileting, feeding, dressing
 - Limited speech and find it hard to communicate their needs and interact with peers and adults.
 - Say how this affects the child's learning/behaviour, for example they may have difficulty getting around the setting, be easily distracted, reluctant to join peers in group activities.

Transition Record - Example

- Comment on things that may trigger undesirable behaviours and say what works best for the child to resolve some of these issues, such as a carpet square to sit on at group times.
- Try to write each comment in a positive light when describing the child's low skills/difficulties, for example;
Jonny likes to take your hand to guide you to where he wants to go; he has recently started to point to identify his favoured activity/toy and he is starting to make a sound to get an adults attention.
Jonny loves playing outside, he is very adventurous and excited to investigate the equipment; he needs an adult to help him to climb and ascended apparatus safely. Jonny's favourite activities are playing with construction toys and vehicles; when sharing equipment/activities Jonny needs to be reminded to wait for his go; he may communicate his frustration to having to wait by using physical means such as hitting/pushing.

Parent's Views and Comments

Discuss with parents.

Signpost reader to the GRF- Family Views document; make sure this has been updated by parents.

Parents might want to say something about any difficulties they think the child may have adapting to school life such as; on arrival time/leaving parents; they may want to give their views about a transition plan for going into school and the first few weeks, they may wish to comment on support available at lunchtime, in the classroom or assembly.

You might want to say how parents are willing to work together in support of their child.

Recommended Strategies and Approaches

Advise on strategies and resources that could help the child to be included and to learn. Note key points when working with the child of what works best, for example; behaviour management, preferred language style. Give specific information that will help the next setting when they initially receive the child.

This may include any of the following – this is unlikely to be a comprehensive list

- Equipment requirements.
- Physiotherapy/Speech and language treatment plans.
- Visual timetables. 'First/then' phrase and picture strip
- Signs used.
- Liaison book/communication needs of parents.
- Translation.
- Tactile clues/object of reference information.
- Danger awareness.
- Time to move or process information.
- Environmental and sensory needs – inside and outside.
- How difficulties are addressed at nursery/home for example reward systems, visual clues alongside verbal instruction, 1 to 1 support with certain activities.

Date completed		Completed by	
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Good practise around transition for children with Special Educational Needs.

You should gain parents' consent before sharing information with the next setting and any information should be shared with the child's parents before being passed on.

- Include the child's Graduated Response File (GRF) - make sure it is up to date and has copies of the most recent reports.
- Liaise with the receiving school to arrange joint visits with the parent and invite school staff to come to the setting where the child is settled.
- Show examples of resources that you have been using with the child such as a first... then... board, symbols or signs. If you have spare copies, you could leave them with the child's next setting so they can use resources that are familiar and easily recognised by the child.
- Make a photo book of the school that the child is going to. (some schools provide this themselves) This will include things such as; the school building and classroom door they go in, where they hang their coat, pictures of staff who will be working with the child, toilets, activities, snack area, lunchtime area and outside play area. This can be shared with the child to familiarise them with the school before they start.