

Early Years Transitions

Guidance for information sharing

It is important to involve the child and parent/carers in the transition process and this includes the information shared. Parents play a key role in shaping their child's emotional well-being and ability to cope with change. Give some thought to how this is best achieved for the family and the child's level of development.

Remember that communication between setting and school is encouraged throughout the whole year and that transition is planned for with key points and opportunities throughout the year wherever possible.

[See Top Tips Q Card to support practice.](#)

Completing the Transitions Form

The transition form is intended to act as a prompt for the significant information that needs to be shared with the school or new provider. It is a tool to support professionals.

Ideally the form should be completed by the child's key person and/or the SENCO if that is more appropriate for the individual child. Timings of completing the form should be agreed and methods for sharing any updates following meetings need to be in place before commencing school.

Length of time at setting, session times and overall attendance.

- How long has the child been at the setting?
- What days and sessions do they routinely attend?
- How is the level of attendance?

Does this child have any emerging needs that need to be supported?

It is crucial to inform the school or provider that the child is moving to of any concerns you have about the child's development and/or health and well-being.

Describe what has been done – who has been informed, including parents and professionals, what advice and guidance has been given, what steps have been taken along the recommended graduated approach, any actions that are currently in place or in progress. Providing the name and contact details of the settings SENCO would be helpful here to share more specific information.

Does this child have an EHCP?

If the child does have an EHCP in place, then it is important to have a transition meeting with the child's early years support teacher. Liaise with them around this.

Does the child have any medical needs or diagnosed allergies?

Provide specific details about an allergy and any medical diagnosis the child has received. Include information about the severity of an allergy, are there any triggers and symptoms the child may experience during a reaction. Outline any medication, equipment, or specific care the child requires. If there a medical care plan or allergy action plan in place? Please ensure this is attached or provide relevant details.

Does this child have a social worker or other professionals involved or supporting the child

It is important to know who is involved and for what purpose. If the child does have a social worker, provide their name and contact details if known and briefly outline their involvement. List any additional

professionals supporting the child (e.g. Family Support Worker, Health Visitor or Health professional, Speech and Language Therapists). Provide information about the support they provide for the child.

Are any funding streams in place for this child currently?

If there are then this can be considered by the school or new provider, in making consistent arrangements as early as possible. Consider whether additional funding maybe needed to support the child's transition to school (e.g. for extra resources, staffing or targeted interventions)

Any intervention/support programmes that the child and/or family have engaged in?

It is useful to know this if relevant along with any successes that can be learnt from.

Family – Include who is involved in the child's life (parent/carer/grandparents etc), what is their role is in supporting the child? Describe how the family interacts with the setting (e.g. Regular communication, attending meetings or workshops). Note any specific support the setting has given to families such as: helping apply for a school place, supporting funding applications, referring to services or offering advice on accessing help.

It can be important from a safeguarding perspective sometimes, but it's also helpful in engaging the child and family and helping the child settle in, as the school or provider can get to know more about the individual and who is important in their life.

It is important to note if relationships are positive or challenging where relevant. Again, you may feel that this is an area for further discussion to be had to share detail, if significant.

Child's first language – State the primarily used home language and proficiency in English. Specify specific dialect if known. If the child uses more than one language at home, indicate this and explain which languages they use most often and in what context (e.g. one language with parents and another with siblings). This can be useful for the provider or school to prepare for support visits etc. Further detail may be relevant in the communications section too.

How I like to communicate - Consider Interactions with adults and other children, discuss any resources or strategies that are required to support communication (e.g. gestures, objects of reference, sign language, the use of visuals etc). Indicate how the child typically responds to instructions – do they follows instructions independently, require prompting, or do they need plenty of repetition for clarity?

Progress made against development milestones and at the setting

Provide an overview of the child's progress in key areas of development, particularly around the prime areas. Highlight areas where the child is meeting or exceeding milestones and areas where they may need additional support. Share specific examples of progress you have observed (e.g. improved social skills, increased confidence, or new skills learned). Refer to the 2-year check outcomes if known and summarise key findings (e.g. areas of strength or concern identified during the check). Note any known delays in development and whether they are being supported through interventions or referrals to external services.

How I like to learn

Describe how the child prefers to engage in their learning, such as through play, exploration, structured activities or repetition. Does the child demonstrate any specific schemas? Explain how these influence their learning. Note how the child engages with adult-led activities or if they prefer independent learning. Describe the child's attention span and what helps them to maintain focus. Highlight aspects of the environment that support the children's learning.

Personal care

Independence – Describe if the child can dress/undress independently or if they need support (e.g. doing up buttons, using a zip or shoes). How does the child cope with challenges or setbacks (e.g. keeps trying, seeks help or becomes easily frustrated)? Note how the child responds to changes in the routine or environment.

Eating/Drinking - Note if the child can chew their food effectively or if they require softer textures, do they need their food cut up or support with feeding/drinking? Describe if the child can use utensils independently or if they need assistance. Include any specific cultural or family practices related to eating (e.g. using hands, specific utensils, or seated arrangements).

Toileting – State whether the child can use the toilet independently or needs support. Note if the child is prone to accidents and how often they occur. Describe any specific support the child requires during toileting, e.g. the use of pull ups, help with hygiene or reassurance.

If an information sharing meeting has not taken place. Please note if further dialogue surrounding information or support for this child is required (Inc. contact number and email address)

Preparing for Information Sharing meeting

Note down any key dates that will be useful for the school and setting to know (e.g. start date at school or visits planned). Note down any future meetings such as EHCP reviews or Early Help meetings. Provide information on when referrals were made or any assessments that are due.