

Guidance on completing All About Me Early Years Transition Document

This is an opportunity for you to share all the information that is unique to this particular child. The information will help the teacher get to know the child so that they settle quickly, enjoy being at school and are ready to learn. If you have worked with a child and their family to overcome particular challenges, please share this valuable information. By passing on your knowledge of this child, it will have a positive impact on the child in their new learning environment.

We have deliberately designed this transition record to be concise to enable the next setting/school to have an overview of the child. Please type the information in bullet points.

Important People in my life:

For example include any grandparents, aunts and uncles and family friends that are regularly involved in the day to day care. If the child attends another setting or a childminder please include the details.

Great things about Me:

When completing this section please use the 'child's voice' e.g. 'I like playing outside'. This information informs the teacher what the child loves to do, their current interests – anything from dinosaurs to sorting items by size and colour. Teachers can use this information when setting up their classrooms at the beginning of term. Include things that the child does outside the setting (swimming, dancing, singing, football).

What is Important to me:

A few examples from the pilot.

- I have a comfort object from home that makes me feel secure.
- Routine is important to me, where I put my coat, lunchbox and where the toilets are located.
- How a child reacts to certain situations and loud or scary noises
- I have had speech delay; sometimes I don't always fully understand instructions.
- My sight is poor, where I sit in the classroom is very important to me.
- I sometimes get confused/angry – positive ways you have found to support me
- I am very shy and sometimes find talking in groups tricky/difficult.

What you need to know to support me to learn and develop

What type of learner are they? Provide some examples of their learning style.

The Characteristics of Effective Learning (COEL) are:

Playing & Exploring – Finding out and exploring, playing with what they know, willing to have a go. What kinds of activity is the child drawn to? Do they start activities by themselves? Do they re-enact situations in role play? Do they play alone or with others?

Active Learning – Being involved and concentrating; keep on trying, enjoy achieving what they set out to do. Do they keep focussed for long periods of time or are they easily distracted? Do they want to show everyone when they have achieved something?

Creating & Thinking Critically – Thinking, having their own ideas and choosing ways to do things, problem solving. Do they try out their own ideas and try to solve a problem themselves rather than asking for help? Are they confident to use trial and error? Do they draw on knowledge and previous experiences making connections between things they have experienced /learnt?

Please attach a picture that the child has drawn and add any comments the child has shared with you.

My home life:

- Who I live with
- Family challenges
- Information on my siblings and where I am in the family
- Health and medical information. Record any diagnosed allergies.
- I am excited / nervous about going to school

If there is further information that you require please contact the EY provider.

Learning & Development

Prime Areas

The information in the prime areas is vital for teachers/practitioners to help them settle children into their new environment. Therefore the information needs to be in bullet points and specific to the stage of development for that child. If a child has had additional support in these areas it needs to be documented here. The size of the box reflects the level of information required.

Specific Areas

This needs to be an overview of the 4 specific areas. Highlight any particular area that the child enjoys or excels in and include any wow moments.

Additional Information

This helps the next setting/school with additional information to help support the child and ease the transition. By providing contact details this makes it easy to follow up any issues and helps to build partnerships.

If the child has SEND Support in place, attach the additional information and outline any other information that will follow and from whom.

Examples of other professional/agencies may include some of the following (not exclusive) HENRY (Health Exercise and Nutrition for the Really Young/ SAL (Speech & Language) / E P Service (Educational Psychology Service) / EARLY HELP

IMPORTANT INFORMATION

It is essential that you have written permission from the parent to share this Early Years Transition document with the school/new setting. We recommend that this information is sent electronically.

In the pilot, schools commented that they had not received information from the setting when it had been sent home in a hard copy with the parent/carer.

These records contain sensitive data and therefore providers need to be registered with the I.C.O. (Information Commissioners Office). This information needs to be sent by a secure method. The settings in the pilot used Egress, AnyComms Plus or they password protected the word document.

All settings need to send the transition records to the schools by the end of June for children starting school in September.