

Early Years Inclusion Team

Supporting a Transition – Early Years checklist



	Unique Child	✓	Positive Relationships	✓	Enabling Environments	✓	Information from the school to be shared	✓
First contact with families/children and school	<p>What is your starting point?</p> <p>Finding out from parents...</p> <ul style="list-style-type: none"> • Find out what school they have been given ... • Are they happy for you to contact the school and arrange a transition meeting/ share information? • How does the child cope with the change? • How are parent's feelings about the child going to school? • Do they have any concerns or anything they would like raised as part of the transition? • What interests, likes, dislikes do their child have? • Confirm emergency contact details are up to date 		<ul style="list-style-type: none"> • Request a transition meeting (or due to COVID 19 phone/video call) with the school that includes the parents, EYIT Area SENCo, and other professionals. • Request a transition book from the school • Information about the school/ schools local SEN offer- send home information to parents 		<ul style="list-style-type: none"> • Request transition book that contains- photos of the classroom, coat pegs, playground, main hall, toilets etc, where the children will be dropped off/collected/new routines with adult photos as the adults are likely to be new to the child. 		<ul style="list-style-type: none"> • What information can the school share with parents from the outset that will be different to nursery? E.g. staggering times for the start of the day, parents not allowed into the classrooms? Parents not to linger at school gates • Different drop off/pick up times/places. Lunch time arrangements? Bathroom routines/equipment that is now not accessible? • School expectations shared • If children need extra support, what interventions the school can offer e.g. S&L groups, Attention Autism, Sensory Circuits • Other services that can support in school or who the school can refer too. 	