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| Transition document aims:* To create a picture of the child's interests, learning and development.
* To provide specific information to support children's wellbeing and the transition to school.
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| Key person’s comments: * Child's strengths/interests
* Who lives with the child? Who is important to the child?
* Language(s) spoken at home?
* New to the country?
* Medical needs, allergies
* Does the child attend other settings/childminder etc.
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| Additional interventions / support provided:* Any targeted or specialist support? (e.g. WellComm, Early Talk Boost, play therapy, Speech and Language interventions)
* 1:1 or small group support in any area?
* Does the child need support with self-care routines? (e.g. toileting/feeding/dressing)
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| How to support me in my new setting to ensure a smooth transition – needs and interests: * What helps the child if they feel dysregulated (e.g. angry, sad, upset, anxious)
* Does the child like or dislike a cuddle?
* Are there any common triggers?
* Any barriers to the child's learning?
* Child's key interests to support the settling in curriculum
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*The prompts above are not an exhaustive list but aim to provide ideas for the kind of information you might want to include in a child's transition document. Remember that each child is unique - include all information you think would be useful for the child's Reception class teacher to know to support a smooth transition.*

Early Years Foundation Stage

Pre-school Transition Document Guidance

