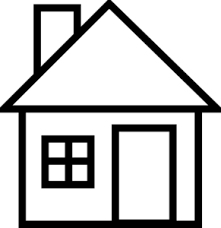
|  |
| --- |
| Transition document aims:   * To create a picture of the child's interests, learning and development. * To provide specific information to support children's wellbeing and the transition to school. |
| Key person’s comments:   * Child's strengths/interests * Who lives with the child? Who 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. |
| 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) |
| 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 |

*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

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&ved=0ahUKEwikpZ2Bq7_TAhUDXRQKHfzSDsgQjRwIBw&url=https://clipartfest.com/categories/view/1b89f455cbb5e3b1488b30b99d2cc0c59b7828ec/pictures-of-a-house-clip-art.html&psig=AFQjCNEY_AzE2zaOLNvknzQwNiMlZ83JgQ&ust=1493200364503588&cad=rjt)