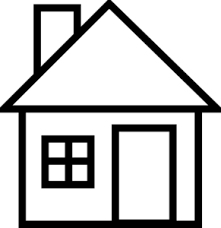
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Child’s Name: | | | | | | | DOB: | |
| Name of Setting: | | | | | | | | |
| Completed by: | | | | | | | | |
| Attendance pattern: | | | | | | | | |
| Parent/Carer comment:  Parent/Carer Signature: | | | | | | | | |
| Key person’s comments: | | | | | | | | |
| Other professionals worked with: | Speech and Language Therapist | Educational Psychologist | Paediatrician | | Social Worker | Occupational Therapist/  Physiotherapist | | Other |
| CLA/PLA: Y/N | | | | Accessed EYPP funding Y/N | | | | |
| Date of latest WellComm screening: | | | | WellComm section child achieved green: | | | | |
| SEND register Y/N | | | | Any referrals made? (if yes, provide dates) Y/N | | | | |
| Additional interventions / support provided: | | | | | | | | |
| How to support me in my new setting to ensure a smooth transition - needs and interests: | | | | | | | | |

*The information in this document is produced from conversations with parents/carers, evidence from the child’s learning journey and also observations from practitioners within the setting. I give permission for this information to be passed to my child's next setting.*

Early Years Foundation Stage

Pre-school Transition Document

[](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)

**Summative assessment judgements – Development Matters**

|  |  |  |  |
| --- | --- | --- | --- |
| Indicate the age phase that best fits the child`s stage of development. | Date Completed | **Birth - 3 years old** | **3 - 4 years old** |
| **Personal, Social**  **and Emotional Development** |  |  |  |
| Physical Development |  |  |  |
| Communication and Language |  |  |  |
| **Literacy** |  |  |  |
| **Mathematics** |  |  |  |
| **Understanding the World** |  |  |  |
| **Expressive Arts and Design** |  |  |  |
| Comment on how the child learns - the Characteristics of Effective Learning, schemas etc: | | | |