

# Transition Report Guidance

The following guidance is in respect of the transition report and is to be used as a guide to support the information required.

**NB you will need to place cursor at end of each requirement then press 'Tab' before entering details.**

**Childs details**-Please state the following-see example

- Child's full name
- Delete incorrect gender
- Date of birth in numbers

**Contact details**-Please state

- Name of Setting
- Name of Keyperson/Manager
- Telephone or email details

**Type of Attendance**-Please state either;

- Full time = (35 hours plus)
- Part-time = (Specify hours/day e.g. 15 hours over 3 days/10 hours over 5 days)

**Attendance Comment**-Please state either;

- Excellent =Almost full attendance
- Good = Most of the time
- Poor = Irregular/low attendance

**Other settings attended**-for example they may also go to a child-minder/nursery

## EYFS development levels grid

Place best fit developmental band in numbers according to Early Years Outcomes guidance into area of development e.g 22-36mths.

(Use of <http://www.eleyp.co.uk/celebrating-childrens-learning/> can help practitioners to assess children's learning and exemplify the progress they make, using the [Development Matters](#) guidance. These were particularly selected to show the Characteristics of Effective Learning in action)

## Referrals made and/or outside agencies involved

State what referrals or outside agencies are involved and highlight if these are attached or to forwarded.

If 'to be forwarded' liaise with the receiving setting in order to transfer any reports safely to them.

## Characteristics of effective learning

Complete each section briefly by selecting a statements from the list below that sums up how the child likes to learn, give an example and say if the child is **beginning to be, or is confident with** demonstrating these characteristics

### Playing and exploring

Confident to try new experiences

Shows curiosity about object, events and people

### Active learning

Shows high level of engagement and maintains focus on their chosen activity

Keeps on trying even when faced with difficulties.

### Creating and thinking critically

Finds ways to solve problems

Makes links and predictions and is able to apply them to their experiences

## My Self Help Skills

Select the most appropriate comment for the child for each of the five categories and make it **BOLD**.

**IF NONE OF THESE APPLY THEN WRITE SOMETHING BRIEF IN THE BLANK BOX AND MAKE IT BOLD.**

## A few more things to know about me.

**Just a brief comment to complete each line e.g.**

**I really like:** This could be an item/ topic such as 'dinosaurs' or 'singing'

**My favourite activity at my setting is:** e.g. / Painting/Blocks/playing outside

**It would help me to settle if:** e.g.' I am given plenty of outside time', I am given opportunities to be by myself.

Leave, change or delete comment about 'Special Book' as appropriate to your setting.

## Additional Information from parents

Share the report with the parent and include any additional information that the parent wishes to share with the setting that may help their child to settle.

**Completed by-**name of Key person and date

**Checked by-**manager's name after checking for accuracy etc./ or delete if this is the same person

### Finally

1. Give the parent a printed copy with the profile, Special book etc
2. Email a copy to the new setting by the 20<sup>th</sup> July (**Confirm date with schools/settings**) at the latest with a 'read request' option.