

Document 2: Best Practice Principles for Transition Report

Best practice principles: transition reports in EYFS

The transition report is designed to be used for all children moving between early years providers, or from an early years provider to a primary school. It has been designed to cover the needs of all children including those of children with Special Educational Needs and/or Disabilities (SEND).

Best practice principles

1. Format of the transition report:

- It is concise, focussing on key information, which the new setting will need.
- It includes a summary or 'one page profile' section for 'at-a-glance' information.
- It uses plain English and is accessible to both settings and parents/carers. Ideally, it has been reviewed with both of these groups to incorporate their feedback.
- It's easy to complete, including prompts or guidance if necessary.
- It uses tick boxes where appropriate to ensure information is shared clearly and consistently e.g. identifying a child's key characteristics.



- It also has adequate space for written comments to ensure a more holistic picture of the child is shared – one size does not fit all.

2. Content of the transition report

- It collects the following key pieces of information about the child:
 - Basic information e.g. name, DOB, gender, languages spoken, name of current setting, date of entry/exit, any other settings attended; attendance pattern etc.
 - Key characteristics e.g. Pupil Premium, Child Looked After, refugee status
 - SEND status e.g. SEN support, EHCP
 - Additional support and/or funding accessed e.g. FEEE2, Disability Access Funding, Special Education Needs Inclusion Funding, EYPP
 - Date of two-year-old check, with space for commentary on any needs identified
 - Health needs where separate to SEND e.g. allergies, dietary requirements
 - Assessment of development (based on EYFS)
 - Key things to know about 'me' - child's likes and dislikes etc; any information which will help the child settle
 - Basic information about parents/carers e.g. languages spoken and whether an interpreter may be needed
 - Comments from parents/carers



- Name of key person, as well as any other relevant professionals
- It includes a tick box to indicate whether a transition meeting is required for the child in question.
- It is a positive document, sharing useful information which will help the child and family in their transition.
- It acknowledges progress, rather than just the child's current abilities - for example, by sharing the setting's assessment of development upon entry as well as exit.
- It focuses on solutions and next steps - for example, not just identifying the child's current development level, but what they can do to move this forward.
- It clearly lists any additional reports (etc.) which are included - making it clear to the new setting what information they are receiving. These documents are clearly labelled and referred to clearly throughout the report.
- It includes space to be signed off by the original setting and the parent/carer – this makes it clear to the new setting that the parent/carer is aware of the information being shared and has given their consent for this to happen.

3. Use of the transition report

- A transition report is completed and shared as standard each time a child moves between early years settings, from an early years setting to primary school, or from one school to another school (e.g. from nursery to reception).



- Guidance and/or checks are in place to ensure that early years practitioners feel confident in completing these reports, particularly for children with SEND.
- Each report is 'owned' by a named professional at both the original and the new setting.
- Reports are produced and shared in a timely manner, with consideration given to children with SEND, where settings may need to undertake training or take on additional staff. For most children starting primary school in September, this information should be shared by the end of May.
- Please note that if there are safeguarding concerns regarding the child or the family, it is the current setting's responsibility to contact the next setting in line with safeguarding policies, procedures and current legislation.
- For children with SEND and emerging needs, a transition report is not sufficient; additionally:
 - upcoming transitions are discussed with the local authority and settings are involved as soon as the move is known about
 - meetings take place between professionals involved with each child and parents/carers
 - visits are arranged for the child (and parents) to the new setting and/or practitioners from the new setting visit the child in the current setting to support them to settle in
- Information shared with parents is always presented in a clear and succinct format.



- Transition events between schools and early years settings (particularly PVI's) will be taking place in May each year
- Separate packs for parents/carers, nurseries and primary schools to support transition will be developed
- Please note that when completing the attainment levels for each child, it is highly recommended to indicate if the child operates within the expected stage, below or above – in relation to their chronological age (e.g. 30-50 months – below, 30-50 months – within, 30-50 months – above)



Glossary:

- **EYFS:** Early Years Foundation Stage
- **EYPP:** Early Years Pupul Premium
- **FEEE2:** Free Early Education Entitlement Funding for 2 year olds
- **PVIs:** Private, Voluntary and Independent settings
- **SEND:** Special Educational Needs and Disability
- **SEN Support:** Special Educational Needs Support

