

**Supporting Early Years Transitions Guidance**

Stability is vital during children’s early years; however, change is unavoidable for many young children, and they will inevitably deal with emotional and environmental transitions before they reach school age. By managing and preparing for transition carefully, we can ease the process of adjustment, and reassure both children and their families.

In order to support this across the early years sector in Coventry, the Early Years’ Service has developed a range of documents to support providers differing transition arrangements, which will help strengthen relationships between providers and lead to a more focused and child centered approach to all transitions.

The transition documents are available online for all providers to access. The ‘Coventry Early Years Transition Overview’ is available either in a word version or excel spreadsheet. A new shorter version has also been developed. All other transition documents are available in word versions.

Transitions for children may occur in many different forms such as:

* Early Years Provider to a School
* Reception class to Year One class
* Childminder to an Early Years Provider or School
* Between rooms with the same provider

## Key Considerations

* The Coventry Early Years transition documents should be comprehensively completed by the child’s allocated Key Person, overseen by a senior practitioner or Manager, and signed to signify that all the information shared is accurate.
* In the case of a planned transition all information should be transferred to the new provider, school or room, at least **5 working days** prior to the child’s transfer. Where transition is unplanned; and this is not possible, information should be shared at the earliest point following admission.
* Information that is received should be used to plan the support for a child on arrival to the Early Years Provider or School.
* Information should not be used to refuse or delay the admissions of any child.
* It is important that providers work in partnership with parents, to obtain informed consent for children’s transition documents to be shared with the new provider.

Informed consent means checking that the parent understands what information is being shared, why it is being shared, who it is being shared with, and what will happen to the information. Parents should also be encouraged and supported to contribute.

* The Coventry Early Years transition documents are designed to share all key information without breeching UK GDPR or confidentiality, and all practitioners must have due regard for UK GDPR and the Data Protection Act 2018.
* Working in partnership with parents should already be well established and parents will be familiar with settings seeking consent for a range of aspects.

**Safeguarding**

* In the event of any safeguarding and child protection concerns, please arrange a meeting with the receiving provider’s Designated Safeguarding Lead.
* The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe.

To effectively share information:

* Information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.
* Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.
* The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

***Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (May 2024)***

<https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf>

**Additional documents and information to support transition** should be included where applicable:

* Wider assessment records, e.g. Better Start
* 2-Year check
* SEN Individual Education Plan (IEP)
* SEND information e.g. My Support Plan
* Education, Health and Care Plan (EHCP)
* Early Help Assessment (EHA)
* Health Visitor information
* Speech and Language Therapists, Sensory support
* Child Protection files including information on Child Protection Online Management System (CPOMs)

## Transferring information securely

Please ensure that all information shared is securely transferred. It is recommended that the ‘Coventry Early Years Transition Overview’ (any version) and any other transition documents which contain children’s information, are password protected prior to transfer. The password should be sent in a separate email or shared via the telephone.

# For further information regarding retention and destruction of records please refer to the following documents:

* *Retention and Destruction of Records Guidance*
* *Retention of Records Form* [https://www.coventry.gov.uk/info/362/safeguarding\_in\_early\_years\_and\_childcare/](https://www.coventry.gov.uk/info/362/safeguarding_in_early_years_and_childcare/3288/safeguarding_in_early_years_and_childcare) [3288/safeguarding\_in\_early\_years\_and\_childcare](https://www.coventry.gov.uk/info/362/safeguarding_in_early_years_and_childcare/3288/safeguarding_in_early_years_and_childcare)

**Appendix 1:**

**Learning and Development Section Guidance**

## Purpose

* It is an opportunity to share additional written information about the child with the new room / setting / teacher.
* It supports the holistic view of the child.
* It sums up where the child is at the point of transition, in terms of their progress, learning and development.
* It supports the receiving provider to plan to meet the child’s needs, interests, likes and dislikes from the earliest point.

\*For the purpose of this document the term ‘teacher’ refers to any adult working with children.

## Content

* 7 areas of learning (for those under 2-years old, focus on the Prime Areas of Learning).
* Comment on each of the ‘Characteristics of effective teaching and learning’ and the emotional well-being section.
* Interactions with peers and adults.
* Children’s achievements.
* Partnership with children’s parents / carers.
* Summary of lived experiences. Consider the following:
	+ How does the child develop relationships with both adults and peers?
	+ How does the child cope with change and difference?
	+ Does the child have any particular interests?
	+ Does the child like to find out new things or practice old things?
	+ Does the child enjoy taking responsibility?
	+ What helps the child to learn best?
	+ Is there anything that scares the child?
	+ What calms the child?

## Key Considerations

* The learning and development overview forms part of the transition process.
* It aims to record progress made by the child and their current stage of development to facilitate a smooth transition into a new environment.
* Write the overview using positive language that you would wish to read if you were the child’s parent or carer.