A group of children smiling

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| **Coventry Early Years Transition Points to Consider** | |
| ***This document provides some points to consider when reflecting on transition practice within your provision. These general suggestions could be used to enhance your setting’s individual transition arrangements.*** | |
| **Points to Consider** | **Practice in place / Future Developments** |
| Do you have a well-planned transition process as part of your settings policies and procedures (including for children who start at different times of the year)? |  |
| Do you evaluate and review transition arrangements in place for children and their families? |  |
| Do you provide opportunities for professional dialogue; between the Key Persons, with the childminder, teacher, parents and carers and any other professionals? |  |
| Do you ensure there is time planned to have key transition conversations - these may be face-to-face or over the telephone? |  |
| Do you plan time to visit and observe children in their current setting? |  |
| Do you use a Transition document to enable the key information about a child to be shared with another setting, school or practitioner? |  |
| Do you provide children with opportunities to visit their new setting or room to meet children’s individual needs? |  |
| Do you provide photographs of the new setting or room and practitioners to share with children and their families? |  |
| Do you offer home visits and have admission/home visit documents to enable children’s parents and carers the opportunity to tell you everything they would like you to know about their child? |  |
| Do you provide a range of approaches and opportunities for children’s parents and carers to visit, to meet the practitioners and share key information to build positive relationships? |  |
| Do you ensure that all transition information can be accessed by families with English as an additional language? |  |
| Do you have procedures in place to communicate with absent parents and carers about their child’s time in the setting/school? |  |
| Do you liaise with other professionals who may be involved with individual children, including children with SEND, to gather information / plan for transition arrangements as early as possible? |  |
| Do you use the information you have gathered to plan for the indoor and outdoor learning environments? Do you include objects and resources linked to transition that may support children? |  |
| Do you share books about starting school, Nursery or with a new childminder? |  |
| Do you plan group times/circle times to discuss how the children might be feeling and answer their questions? |  |
| Do you display children’s pictures/work from their visit days and/or home photographs to provide a welcoming environment? |  |
| Do you ensure each child has a Key Person/Key Worker? |  |
| Do you consider flexible settling-in procedures to support children’s individual needs? |  |