

## Transition Plan – Example

**Name**

**DOB**

**Current Early Years Setting(s)**

**Receiving School**

**Present at Meeting**

**Date**

<b>Name</b>	<b>Role</b>	<b>Contact details</b>

### **Child's Interests**

#### ***To be completed prior to meeting***

Aaron has lots of energy, he enjoys being active and playing in the garden. He has recently mastered using the scooter and uses this regularly both in setting and at home.

Aaron enjoys puzzles, books, painting, water and sand play and playing on the computer.

Aaron has recently started to show more interest in the role play area and enjoys watching the other children dress up.

### **Strengths**

#### ***To be completed prior to meeting***

Aaron has formed a positive caring relationship with one of his key carers. At home he loves to play with his 6 yr old cousin.

Aaron shows persistence with self chosen activities such as puzzles and painting.

Aaron takes a particular interest in books and enjoys selecting books to share at home.

Aaron enjoys praise and likes to be helpful.

**Areas for support*****To be completed prior to meeting***

Aaron is beginning to join group times with adult support (sitting on an adult's lap). He responds best to small group times, where the focus is of interest to him and these are kept short (10 mins). It is helpful when we pre-view the focus of the group time with Aaron before it starts, this has been effective in helping him to sustain interest and attention.

Aaron is developing his play skills with children. He benefits from an adult showing active interest in his play and modelling appropriate interaction e.g. Playing with Lego  
*Aaron:* ' I'm making a monster truck', *Adult:* ' Wow that is a very big truck Aaron, look! D is making a truck too, Is yours a monster truck D?'

Aaron benefits from regular reminders of the 'things we need to remember at Nursery' e.g. reminding him what was agreed, remember kind hands, hitting hurts, be careful of the books, we don't want them to get damaged etc.

**Progress made*****To be completed prior to meeting***

Aaron's vocabulary has developed very well recently. He is able to use sentences, understand and follow an instruction and contribute to discussions.

Aaron notices when his friend C is absent as he misses playing with her.

Aaron is sleeping better at home and we think this is making him happier and more settled at Nursery.

Aaron is able to wait his turn now for the scooters or bikes and will collect a sand timer to use if needed.

**Strategies that are working well*****To be completed prior to meeting***

Anticipating and supporting Aaron at times of frustration or confusion e.g. taking turns on the computer (use of sand timer), remembering to follow a safe route when riding the scooter, joining a group time.

Giving Aaron a pre-warning of changes of activity e.g. Aaron, in five minutes it will be tidy up time. So you have 5 more minutes to play with that puzzle, ok?

Recently introduced a visual timetable at Nursery, which is used regularly throughout the session to remind Aaron what has happened and what is coming next. Aaron uses this daily and it has really helped to settle him to activities.

Noticing and using praise when Aaron is being caring, trying hard, following an instruction etc. Specific praise is working well e.g I saw you waiting for your turn on the computer, well done, good turn taking Aaron!

<b>Next Steps to support successful transition</b> <i>To be completed at the meeting</i>		
<b>Agreed Actions</b>	<b>Who is involved?</b>	<b>Timescale</b>
<b><i>Here is an example of some actions that might come from the Transition Planning Meeting:</i></b>		
Setting to create a photo book of school including key staff, peg area, entrance, toilets and dining area etc	School to send some photos of staff to setting. Setting to visit school to take photos	To be used in setting in the last two weeks of term and passed to home for use in the Summer holidays.
Setting to replicate visual timetable and pass to school as a starting point, so that this can be used from day 1. (School will ensure they create own relevant pictures to take this forward successfully)	Kate and Jo to liaise	Passed on by 3 <sup>rd</sup> July. Kate will ensure relevant school pictures are in place ready for September.
Aaron discussed at Summer term PARM and relevant information shared will all supervisory staff.	Kate to action	To be discussed at July and September Foundation Stage Staff meeting in school
Setting to continue to support Aaron with dressing and undressing as appropriate. Mum will also encourage more independence with this. Mum will allow Aaron to wear his uniform at times in the Summer holidays to help him get used to wearing it and to make it feel more comfortable.	Jo and Mum	Ongoing.

**Additional Information**

**Early Years Action**  **Early Years Action+**

**Statutory Assessment**  **Statement**

**Multi-agency report included** Yes/No\*

**Child to be discussed at PARM** Summer term/Autumn term\*

**\*delete as appropriate**

**Signed:**

**Date:**

\_\_\_\_\_ **Parent**

\_\_\_\_\_ **Early Years Setting**

\_\_\_\_\_ **School**