**Transition**

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| **Areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** |
| Do you have effective induction arrangements for children starting in Nursery or Reception class?   * welcome packs * admission form/home visit format that allows parents to tell you everything they want you to know about their child * flexible/staggered start times and individual settling programmes * Review each child’s settling regularly with parents and their Key Person |  |  |  |
| Do you gather as much information as you are able from a child’s family before they join  you? Do you find out about children’s home language? |  |  |  |
| Do you plan the learning environment and resources using the information from parents when children start at your setting? |  |  |  |
| How does practice help children form secure attachments with carers and promote a strong base for their developing independence and exploration? |  |  |  |
| Do you share information with other  settings about a child’s progress when  they attend more than one setting? |  |  |  |
| Do you have good links with feeder early years settings including preschools, nurseries and childmidners? Do you have good links with the Essex Child and Family Wellbieng Service to effectively support transition? |  |  |  |
| Are robust systems in place to support the effective sharing and transfer of information into school between parents and pre-school provider? |  |  |  |
| How do you support children (including vulnerable children and those with identified additional needs) in preparing for transition into school? |  |  |  |
| For children with EAL, do you link with feeder settings to gather information about the child’s language development and the progress they have made during their time in pre-school?  Do use and build on successful strategies that have already been used to support the child? |  |  |  |
| Do you work in partnerhsip with the pre-school and local children’s centre enable children to explore starting school through providing school uniform in the role play area of their pre-school provision or during a session for parents and children delivered through the children centre? |  |  |  |
| Do you share photos of the new room or school with the child and their family, include  pictures of the things they will need to take (uniform, lunch box, PE kit) and key times  in the day, with the words used e.g assembly, hall? |  |  |  |
| Do you monitor and evaluate impact of transition to ensure that effective transition arrangements are in place in order to support children’s transfer and induction into Reception **and then onward to Year 1?** |  |  |  |