**Transition - From your Setting to school or another setting**

This document should be used alongside the following:

* [Statutory Framework for EYFS 2024](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Development Matters Guidance](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)
* [Are you ready for your four year olds-v21.pdf](https://eycp.essex.gov.uk/media/2102/are-you-ready-for-your-four-year-olds-v21.pdf)
* [Early Years and Key Stage 1 Transition Guidance Revised April 2021 (Word, 2MB)](https://eycp.essex.gov.uk/media/2108/early_years_and_key_stage_1_transition_guidance-revised-apr2021.docx)

| **Areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified**  | **Date actions need to be completed**  |
| --- | --- | --- | --- |
| How do you share information with othersettings about a child’s progress whenthey attend more than one setting?**EYFS Statutory Framework 3.69****Is this recorded?****Is this taken into account with future assessments that are made?** |  |  |  |
| Do you have good links with schools and other providers which effectively support transition? |  |  |  |
| How do you share information about each child when they move to school? [Essex Transition Passport.pdf](https://eycp.essex.gov.uk/media/1304/g-early-years-provider-website-contents-16-schools-ds17_6017school-readinessbookletpages.pdf)Does each Key Person discuss children’s development with their new setting/school with their new teacher/key person? |  |  |  |
| Do you attend any local Early Years Networks? |  |  |  |
| Do you attend your local ‘Speed Dating’ transition events held by your Early Years Education Partner? |  |  |  |
| How do you support children (including vulnerable children and those with identified additional needs) in preparing for transitions within the setting and to other settings and school? |  |  |  |
| For children with EAL, do you share information with the new key person or school about the child’s language development and the progress they have made during their time with you? Do you pass on successful strategies you have already used to support the child? |  |  |  |
| Do you enable children to explore starting school through providing school uniform in the role play area? |  |  |  |
| Do you share photos of the new room or school with the child and their family, includingpictures of the things they will need to take (uniform, lunch box, PE kit) and key timesin the day, with the words used e.g assembly, hall? |  |  |  |
| Are you aware of the expectations of the setting/school the child is transitioning to, so you can help prepare the child for this ahead of their transition? |  |  |  |
| For children with SEND, have you met with the setting/school SENCO to discuss the child’s development? Have you shared about the progress they have made with you? Have you passed on successful strategies you have used to support the child?Have you discussed how the transition will look for this child? |  |  |  |