

Hampshire Expects: Transitions -Transition is a process not an event.

To ensure continuity in learning and development for all EYFS children, all providers are to pass on the following essential information during any transition to a new setting. Further information and resources can be found on the SfYC Moodle [Transition](#) tile.

Characteristics of Effective Teaching and Learning, Interests and Motivation:

This could be:

- A meeting/conversation to share information about the uniqueness of the child.
- The setting's own record of the child / all about me form.
- A copy of the child's completed 2-year-old progress check.

This must include parental contributions

Additional information for children where there are any concerns or vulnerabilities.

This could be:

- Safeguarding or Child Protection information.
- Special Educational Needs and Disabilities (SEND), including developmental delay, speech and language, physical development, behaviour/emotional wellbeing, and mental health needs. Please refer to the 'Supporting transition to Year R for children with Special Educational Needs and Disabilities (SEND)' guidance on the Transition section of Moodle: <https://sfycetraining.hants.gov.uk/>
- Children in Care/Looked After Child information (CiC/LAC) including Children in Care Plans (PEP).
- Unique family needs or circumstances.

You must share how you have supported the child and any effective strategies

Commentary around the child's experiences

The following can be shared in any format such as:

- An informative report from an electronic tracking system, such as Tapestry or the setting's own format.
- A personalised handwritten or typed overview of the child's development.
- The child's completed 2-year-old progress check and age/stage questionnaire (ASQ) from the child's medical red book.
- A meeting/conversation to share accurate information about children's best fit age/stage band.

Assessments must demonstrate if the child is working at Age Related Expectations and must include parental contributions

Good practice for schools, settings and childminders will include:

- An identified transition champion who will be the key point of contact for all stakeholders throughout the process.
- A visit to the child in their current setting.
- Regular opportunities for the child and family to become familiar with new adults, children and environment.
- A key person to be allocated to the child and family as soon as possible to start building positive relationships.
- Attendance at all transition meetings by all stakeholders.
- Additional opportunities to meet with parents during a home visit or during a telephone conversation.
- **An example of a Transition Roadmap is shown overleaf. This can be adapted to reflect your own unique context.**

Providers are advised to have a clear Data Protection /Information Sharing policy and to seek independent legal advice where necessary.

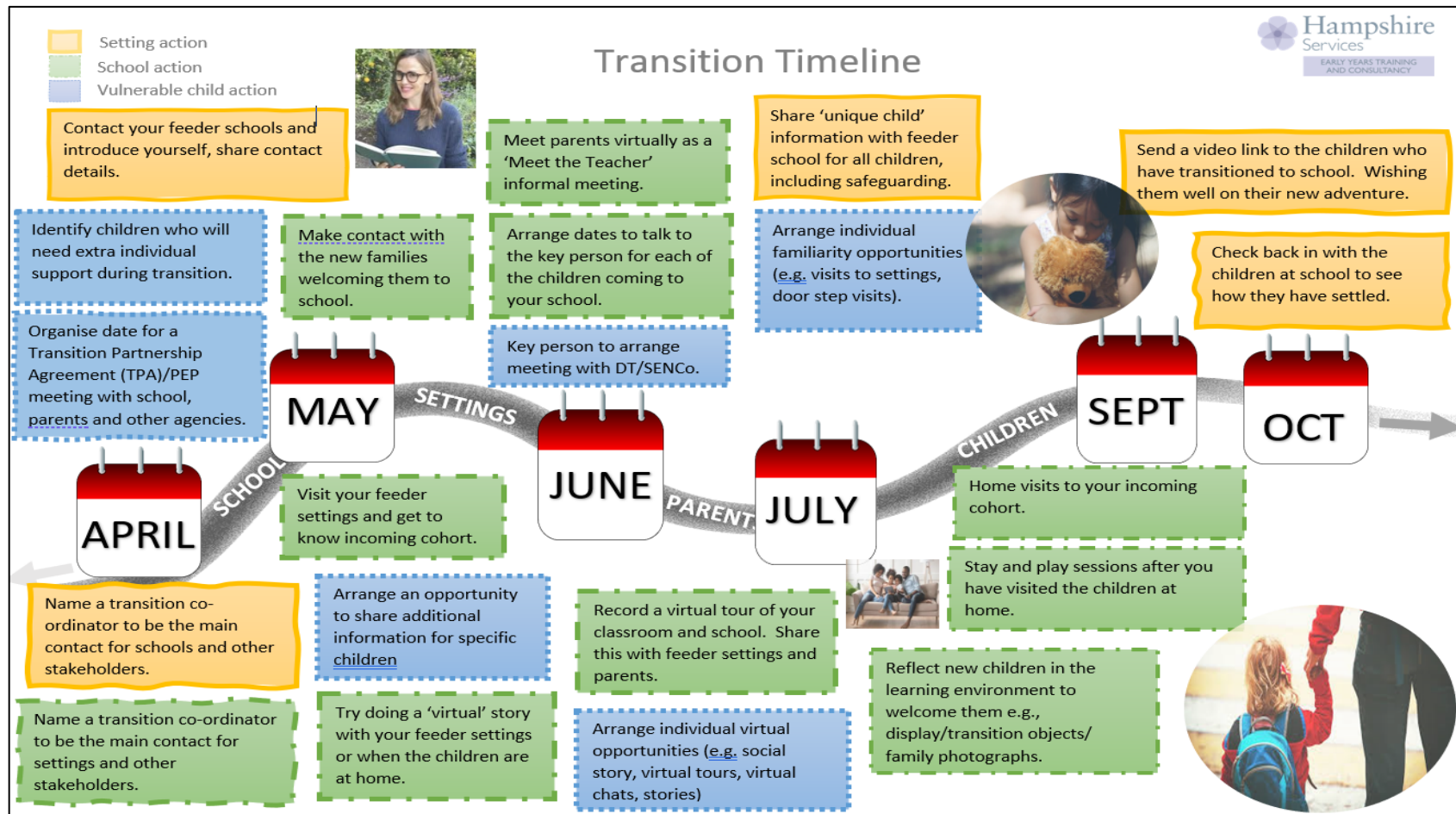
The following links provide helpful guidance:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>

A [Transition Roadmap](#) is a useful way to plan and visualise the transition process. This example can be adapted for your own unique context.



Further information and free resources can be found on the SfYC Moodle [Transition](#) tile.