

## Checklist for school to support Transition into Reception

Child .....

DOB .....

Setting .....

Receiving School .....

Transition planning actions and recommendations	Date planned	Implemented by		Record date when actioned and by whom	Notes
		EY setting/	School		
Staff to monitor and review child's development and request a visit from the Equality and Inclusions Team or refer to EY LIFT or other professionals (e.g. Speech and Language/Community Paediatrics/Early Help) if threshold met and further advice or support is required	Term 1,2,3	X			
Signpost parents/carers to information about Primary School Admissions and remind them to apply within KCC's allocated timeframe	Term 2	X			
Find out from parents/carers which school their child has been allocated and discuss the possibility of enhanced transitional support with the parents	Term 4	X			
Gather as much information as possible about the child e.g. copies of targeted plans, personalised plans, reports from professionals/other agencies, SENIF paperwork and liaise with Specialist Teacher (if allocated)	Term 4/5	X			
Contact with the child's receiving school once parents/carers have accepted their school place to initiate sharing of information – keep parents/carers informed	Term 5	x			
Complete Canterbury SEN Transition Doc take to EY Transition Event	Term5	x			
Attend Early Years Transition Event at have information sharing conversations with the receiving school and Specialist Teacher	Term 5	x	x		
Visit EY setting to meet and observe child/speak further to staff (if felt appropriate through discussion with EY Setting)	Term 5/6		x		
Arrange a transition meeting with parents/carers and relevant staff and professionals and arrange an enhanced personalised transition (as appropriate)	Term 5/6		x		
School staff to consider: <ul style="list-style-type: none"> <li>Relevant training that may need to be accessed</li> </ul>	Term 5/6	x	x		

<ul style="list-style-type: none"> <li>Specialist resources or equipment required</li> <li>Staffing requirements e.g. additional staff, organisation of classes and staff etc.</li> <li>The physical environment and any adaptations to be made</li> <li>Appropriate communication aids</li> <li>The need for an individual healthcare plan</li> <li>If risk assessments are required</li> <li>If an EY PEP is required</li> <li>Specifications in EHCP (if the child has one)</li> <li>Applying for High Needs Funding</li> <li>Possible support for the family</li> </ul>					
Share information gathered about the child with receiving school (with parental/carer/social service permission) including safeguarding information e.g. EYFS documentation, Pen Portrait, CIC paperwork	Term 6	X	X		
Child to be offered additional visits to the new school with parents/carers / staff from current setting. During these visits, take photos, in order to personalise school photo book. Take photos of key places / people / activities. Include a photo of the child.	Term 6	X	X		
Strategies, Outcomes and Targets implemented from reports from professionals	Term 1		X		
Review meeting , school and parents/carers	Term 2		X		