

## Checklist for school to support Transition into Reception

Child .....

DOB .....

Setting .....

Receiving School .....

Transition planning actions and recommendations	Date planned	Implemen- ted by EY setting/ School		Record date when actioned and by whom	Notes
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 to information about Primary School Admissions and remind them to apply within KCC's allocated timeframe	Term 2	X			
Find out from parents 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 have accepted their school place to initiate sharing of information – keep parents 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 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> <li>• Specialist resources or equipment required</li> <li>• Staffing requirements e.g. additional staff, organisation of classes and staff etc.</li> </ul>	Term 5/6	x	x		

<ul style="list-style-type: none"> <li>• The physical environment and any adaptations to be made</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 permission) including safeguarding information e.g. EYFS documentation, Pen Portrait	Term 6	X	X		
Child to be offered additional visits to the new school with parents / 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	Term 2		X		