**Checklist for school to support Transition into Reception**

Child ……………………………………………. DOB ………….

Setting …………………………… Receiving School ………………………...

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Transition planning actions and recommendations** | **Date planned** | **Implemented 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:* Relevant training that may need to be accessed
* Specialist resources or equipment required
* Staffing requirements e.g. additional staff, organisation of classes and staff etc.
* The physical environment and any adaptations to be made
* The need for an individual healthcare plan
* If risk assessments are required
* If an EY PEP is required
* Specifications in EHCP (if the child has one)
* Applying for High Needs Funding
* Possible support for the family
 | Term 5/6 | x | x |  |  |
| 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 |  |  |