



EYES AND Y1 TRANSITION HANDBOOK

TRANSITION OVERVIEW

Transition within the Early Years Foundation Stage (EYFS) and into Year 1 at East Dene Primary School is carefully planned to ensure children feel safe, secure, and confident at every stage of their learning journey.

We recognise that transition is a gradual process, not a single event. It is built on strong relationships, consistent routines, and close partnership with families and previous settings.

Our approach is informed by the Department for Education guidance Starting Reception / Getting Children Ready for Reception and the principles of the EYFS framework. This ensures that transition is developmentally appropriate, inclusive, and focused on children's emotional wellbeing.

Across all transitions, we prioritise:

- Secure relationships with key adults*
- Strong communication with families and previous settings*
- Early identification of needs and appropriate support*
- A gradual introduction to new environments and expectations*
- A strong focus on wellbeing, belonging, and independence*

Information is gathered through a range of processes including parent meetings, meetings with staff from previous settings, stay-and-play sessions, visits to previous settings, home visits where appropriate, and liaison with external professionals. This ensures a holistic understanding of each child's strengths, interests, and needs.

Transition continues beyond entry, particularly in the Autumn Term, where children are supported to settle at their own pace and move towards full engagement with learning.

TYPES OF TRANSITION

At East Dene Primary School, we recognise that all children experience transition differently depending on whether they are new to the school or moving within it. Both types of transition are equally important, as they ensure children feel secure, supported, and confident at every stage of their learning journey.

We distinguish between these two types of transition to ensure that support is appropriately matched to children's starting points. This allows staff to plan effectively, maintain continuity of experience, and prioritise emotional wellbeing for all children.

Although the nature of the transition differs, the aim is the same in all cases: to ensure children feel a strong sense of belonging, build secure relationships, and are confident in their new environment and expectations.

Transition for children new to East Dene Primary School

This applies to children joining the school for the first time, including F1, F2, and in-year admissions.

For these children, transition focuses on building familiarity with a new environment, new adults, and new routines. The priority is developing trust, security, and a sense of belonging.

Focus:

- Building secure relationships with staff and peers
- Supporting familiarity with the environment and routines
- Gathering information from families and previous settings
- Ensuring children feel safe, settled, and included

Transition for children already at East Dene Primary School

This applies to children moving between year groups or phases within the school.

For these children, transition focuses on maintaining continuity while supporting change. Children build on existing relationships and experiences while adjusting to new expectations and adults.

Focus:

- Maintaining continuity in learning and relationships
- Supporting progression between year groups and phases
- Preparing children for new routines, adults, and expectations
- Building confidence, independence, and resilience

While the starting points differ, both types of transition are designed to ensure children experience consistency, security, and emotional readiness, enabling them to thrive in their next stage of learning.

TRANSITION TIERING

At East Dene Primary School, we use a flexible tiered approach to transition to ensure that every child receives the appropriate level of support for a successful start or move within school. This enables us to tailor provision to individual needs while maintaining a consistent and inclusive approach for all children.

Children are identified for Universal, Enhanced, or Targeted transition support through information gathered from families, previous settings, current staff, the SENDCO, and external professionals where appropriate. This tiering is flexible and responsive, and children may move between tiers at different points during the transition process, including during summer term transition events, on entry in September, or in the weeks following the start of term, depending on their evolving needs.

Universal Transition- This applies to the majority of children who are expected to settle well with standard transition arrangements and who do not require additional support.

Enhanced Transition- This is for children who may need some additional support to ensure a successful transition. This may be due to emerging needs, language development, attendance, or concerns around settling.

Targeted Transition- This is for children with more complex or identified needs, including SEND, EHCPs, medical needs, or safeguarding considerations. This level of support involves more individualised planning, additional visits or meetings, and tailored transition arrangements.

Tier	Who is it for?	Triggers
Universal	The majority of children	• No flagged factors • No SEND or safeguarding concerns • Attended another setting previously and was settled
Enhanced	Children with flagged factors	• EAL with limited or no English • Concerns about development/ SEND • Has never attended any other setting • Low attendance pattern in previous setting • Safeguarding concerns
Targeted	Children with complex needs- SEND or safeguarding	• EHCP • Complex SEND • On the SEN register • Open to social care • Medical needs • LAC



TRANSITION IN THE SUMMER TERM

TRANSITION IN THE SUMMER TERM

Transition during the summer term is part of an ongoing, year-round approach to building strong relationships with children and families within our community. This begins well before the summer term, through engagement with local families via community events, stay-and-play sessions, and baby and toddler groups, helping children and families to become familiar with the school environment in a natural and supportive way.

Once class allocation lists are received for September, a planned and carefully sequenced transition programme for the summer term is implemented. This ensures that all children, whether new to the school or moving internally, experience a consistent and well-organised transition process that is responsive to their individual needs. In line with Department for Education guidance, we believe transition is not a single event but a gradual process that prioritises relationships, wellbeing, and a strong sense of belonging. Opportunities are carefully structured so that children become increasingly familiar with key adults, routines, and environments over time.

As discussed before, we use a tiered approach (Universal, Enhanced, Targeted) to ensure transition experiences are matched to children's individual needs. These levels are flexible, and children may move between them depending on their response and changing needs throughout the summer term. This ensures that children requiring additional reassurance or more personalised planning receive appropriate support, while maintaining consistency for all.

Transition experiences may include:

- Welcome meetings
- Transition meetings with staff from previous settings
- Visits to previous settings
- Transition meetings with parents
- Handover meetings to new class teachers
- Home visits
- Stay and play sessions
- Settling in sessions

These experiences are designed to support children to:

- Develop secure relationships with key adults
- Become familiar with the school environment and routines
- Build confidence in separation from familiar settings
- Begin to establish routines that support emotional security and independence

At East Dene Primary School, transition is understood as a continuous process that begins through early community engagement and is then strengthened through a structured, sequenced transition programme once school places are confirmed.

SUMMER TERM
TRANSITION FOR CHILDREN
NEW TO SCHOOL

TYPICAL NEW TO SCHOOL UNIVERSAL SUMMER TERM TRANSITION TIMELINE

Welcome to
East Dene
meeting and
tour

MAY

Welcome packs
and transition
information
given out

Home visit

Whole class
stay and play
session with
parent/ carer

Whole class short
familiarisation
sessions without
parent/ carer

JULY

APRIL

Welcome to
East Dene
letter emailed
to parents/
carers

JUNE

Transition
meeting with
previous
nurseries

Previous
nursery visits

Individual
transition
meeting with
parents/ carers
and child

NEW TO SCHOOL UNIVERSAL TRANSITION EVENTS

<i>When?</i>	<i>Transition event</i>	<i>What is the purpose?</i>
April	Welcome to East Dene letter emailed to parents/ carers	To provide an initial introduction to the school, key information about starting arrangements, and reassurance for families about what to expect and next steps in the transition process.
May	Welcome to East Dene meeting and tour	To introduce families and children to the school environment, key staff, routines, and expectations, helping to build familiarity, confidence, and positive relationships ahead of starting.
	Welcome packs and transition information sent out	To give families clear, practical information about starting school, including routines, key dates, and expectations, supporting a smooth and well-prepared transition.
June	Transition meeting with previous nurseries	To share detailed information about each child's development, learning, interests, and needs, ensuring continuity and appropriate support from the start of school.
	Individual transition meetings with parents/ carers	To gather essential information about each child, support families in completing required documentation, and ensure parents/carers are fully informed and confident about starting school.
	Previous nursery visits	To observe children in familiar environments, gather accurate information about their learning and development, and support continuity between settings.
July	Home visit	To build positive relationships with families and children in a familiar environment, gain insight into each child's needs and interests, and support a smooth and personalised start to school.
	Whole class stay and play session with parent/ carer	To help children and families build relationships and become familiar with the setting, adults, and routines through play-based experiences, supporting confidence, independence, and secure attachments before starting school.
	Whole class short familiarisation sessions without parent/ carer	To provide children with regular, short opportunities to become familiar with the setting, build confidence and a sense of belonging, and develop secure relationships with adults and peers through consistent routines and repeated experiences, supporting a smooth and positive transition.

TYPICAL NEW TO SCHOOL ENHANCED SUMMER TERM TRANSITION TIMELINE

Welcome to
East Dene
meeting and
tour

Welcome packs
and transition
information
given out

MAY

Home visit

Small group stay and
play sessions with
parent/ carer

Whole class
stay and play
session with
parent/ carer

Short
familiarisation
sessions without
parent/ carer

JULY

APRIL

Welcome to
East Dene
letter emailed
to parents/
carers

Transition meeting
with previous
nurseries (if
attended)

Previous
nursery visits
(if attended)

Individual transition
meeting with
parents/ carers
involving SENCO if
appropriate

One to one visit to
school for child
and family

JUNE

NEW TO SCHOOL ENHANCED TRANSITION EVENTS

<i>When?</i>	<i>Transition event</i>	<i>What is the purpose?</i>
April	Welcome to East Dene letter emailed to parents/ carers	To provide an initial introduction to the school, key information about starting arrangements, and reassurance for families about what to expect and next steps in the transition process.
May	Welcome to East Dene meeting and tour	To introduce families and children to the school environment, key staff, routines, and expectations, helping to build familiarity, confidence, and positive relationships ahead of starting.
	Welcome packs and transition information sent out	To give families clear, practical information about starting school, including routines, key dates, and expectations, supporting a smooth and well-prepared transition.
June	Transition meeting with previous nurseries (if attended)	To share detailed information about each child's development, learning, interests, and needs, ensuring continuity and appropriate support from the start of school.
	Individual transition meeting with parents/ carers and SENCO if appropriate	To gather essential information about each child, support families in completing required documentation, and ensure parents/carers are fully informed and confident about starting school. The SENCO is also invited if appropriate to begin to gather SEND information and to begin to build relationships with families.
	Previous nursery visit (if attended)	To observe children in familiar environments, gather accurate information about their learning and development, and support continuity between settings.
	One to one visit to school for child and parent/ carer	To provide children with a calm, low-distraction environment where they can build secure relationships with key adults, feel safe and regulated, and engage more confidently in interactions and play on a one-to-one basis, enabling staff to gain a clearer understanding of their individual needs, interests, and starting points.
July	Home visit	To build positive relationships with families and children in a familiar environment, gain insight into each child's needs and interests, and support a smooth and personalised start to school.
	Small group stay and play session with parent/ carer	To provide children and their parent or carer with a calm, supportive small group experience in the setting, where children can begin to explore the environment, build confidence, and develop secure relationships with key adults, while parents and carers are able to engage alongside their child.
	Whole class stay and play session with parent/ carer	To provide children and their parent or carer with a shared whole-class experience that introduces them to the wider peer group, daily routines, and learning environment, helping children to feel a sense of belonging within the cohort, while strengthening confidence and familiarity through supported exploration alongside trusted adults.
	Whole class short familiarisation sessions without parent/ carer	To support children in gradually developing independence within the nursery environment through short, structured visits without their parent or carer, enabling them to build secure relationships with staff, follow familiar routines, and increase confidence in separating from their caregiver in a safe and supportive context.

TYPICAL NEW TO SCHOOL TARGETED SUMMER TERM TRANSITION TIMELINE

Welcome to
East Dene
meeting and
tour

Welcome packs
and transition
information
given out

MAY

Home visit/s
(more if
appropriate)

One to one stay and
play session with
parent/ carer

Small group
stay and play
session with
parent/ carer

Whole class
stay and play
session with
parent/ carer

Short familiarisation
sessions without
parent/ carer if
appropriate

JULY

APRIL

Welcome to
East Dene
letter emailed
to parents/
carers

JUNE

Transition meeting
with previous
nurseries (if
attended)

Previous
nursery visit/s
(if attended)-
more if
appropriate

Transition meeting
with parents/ carers
involving SENCO and
other agencies if
appropriate

One to one visits
to school for child
and family

NEW TO SCHOOL TARGETED TRANSITION EVENTS

<i>When?</i>	<i>Transition event</i>	<i>What is the purpose?</i>
April	Welcome to East Dene letter emailed to parents/ carers	To provide an initial introduction to the school, key information about starting arrangements, and reassurance for families about what to expect and next steps in the transition process.
May	Welcome to East Dene meeting and tour	To introduce families and children to the school environment, key staff, routines, and expectations, helping to build familiarity, confidence, and positive relationships ahead of starting.
	Welcome packs and transition information sent out	To give families clear, practical information about starting school, including routines, key dates, and expectations, supporting a smooth and well-prepared transition.
June	Transition meeting with previous nurseries (if attended)	To share detailed information about each child's development, learning, interests, and needs, ensuring continuity and appropriate support from the start of school.
	Individual transition meeting with parents/ carers and SENCO and other agencies if appropriate	To gather essential information about each child, support families in completing required documentation, and ensure parents/carers are fully informed and confident about starting school. The SENCO is also invited if appropriate to begin to gather SEND information and to begin to build relationships with families.
	Previous nursery visit/s (if attended)	To observe children in familiar environments, gather accurate information about their learning and development, and support continuity between settings. Multiple visits may be arranged if we feel this would benefit children/ transition.
	One to one visit to school for child and parent/ carer	To provide children with a calm, low-distraction environment where they can build secure relationships with key adults, feel safe and regulated, and engage more confidently in interactions and play on a one-to-one basis, enabling staff to gain a clearer understanding of their individual needs, interests, and starting points.
July	Home visit/s	To build positive relationships with families and children in a familiar environment, gain insight into each child's needs and interests, and support a smooth and personalised start to school. Multiple visits may be arranged if we feel this would benefit children/ transition.
	One to one stay and play session with parent/ carer	To provide children with an initial one-to-one stay and play session in a calm, secure environment where they can begin to build trust with a key adult, explore the setting at their own pace, and gain confidence before transitioning into small group experiences, ensuring their individual needs, interests, and emotional readiness are carefully supported.
	Small group stay and play session with parent/ carer	To provide children and their parent or carer with a calm, supportive small group experience in the setting, where children can begin to explore the environment, build confidence, and develop secure relationships with key adults, while parents and carers are able to engage alongside their child.
	Whole class stay and play session with parent/ carer	To provide children and their parent or carer with a shared whole-class experience that introduces them to the wider peer group, daily routines, and learning environment, helping children to feel a sense of belonging within the cohort, while strengthening confidence and familiarity through supported exploration alongside trusted adults.
	Whole class short familiarisation sessions without parent/ carer	To support children in gradually developing independence within the nursery environment through short, structured visits without their parent or carer, enabling them to build secure relationships with staff, follow familiar routines, and increase confidence in separating from their caregiver in a safe and supportive context.



SUMMER TERM TRANSITION
FOR CHILDREN WHO ALREADY
ATTEND OUR SCHOOL

TYPICAL CURRENT CHILDREN UNIVERSAL SUMMER TERM TRANSITION TIMELINE

*Information packs for
next class and
transition information
given out*

MAY

*Handover
meetings to share
information with
staff in their new
class*

*Whole class
visit their new
class for short
settling in
sessions*

JULY

APRIL

*Moving up to the
next class letter
emailed to parents*

JUNE

*Welcome to
(class name)
meeting for
parents*

*All staff from new
class visit children
for short periods of
time in their
current class*

CURRENT CHILDREN UNIVERSAL TRANSITION EVENTS

<i>When?</i>	<i>Transition event</i>	<i>What is the purpose?</i>
April	Moving up to the next class letter emailed to parents	To inform families about their child's new class placement, key staff, and transition arrangements, providing reassurance and clarity about the next stage in school.
May	Information packs for next class and transition information given out	To provide families with essential information about the new class, including routines, expectations, and ways to support their child's transition and continued learning at home.
June	Welcome to (class name) meeting for parents	To share information with families about their child's new class and a chance to meet the staff and begin to build relationships.
	All staff from new class visit children for short periods of time in their current class	To begin building relationships between children and their new teachers, supporting familiarity, confidence, and emotional security before the move.
July	Handover meetings to share information from current class teacher to new class teacher	To share detailed information about each child's learning, development, needs, interests, and strategies, ensuring continuity and appropriate support in the new class.
	Children visit their new class for short settling in sessions	To familiarise children with their new environment, routines, and staff, supporting confidence, independence, and a smooth transition into their next stage of learning.

TYPICAL CURRENT CHILDREN ENHANCED SUMMER TERM TRANSITION TIMELINE

Information packs for
next class and
transition information
given out

MAY

Handover meetings to
share information
with staff in their
new class- SENCO to
attend if appropriate

Small group visit their
new class with adults
from their previous class
for short settling in
sessions

Whole class visit
their new class for
short settling in
sessions

Class teacher from
new class attends
summer term SEND
review meeting if
appropriate

JULY

APRIL

Moving up to the
next class letter
emailed to parents

JUNE

Welcome to
(class name)
meeting for
parents

Key member of staff
from new class visits
individual child for
short periods of time
in their current class

All staff from new
class visit children
for short periods of
time in their
current class

CURRENT CHILDREN ENHANCED TRANSITION EVENTS

<i>When?</i>	<i>Transition event</i>	<i>What is the purpose?</i>
April	Moving up to the next class letter emailed to parents	To inform families about their child's new class placement, key staff, and transition arrangements, providing reassurance and clarity about the next stage in school.
May	Information packs for next class and transition information given out	To provide families with essential information about the new class, including routines, expectations, and ways to support their child's transition and continued learning at home.
June	Welcome to (class name) meeting for parents	To share information with families about their child's new class and a chance to meet the staff and begin to build relationships.
	Key member of staff from new class visits current class and spends time with the individual child for short periods of time	To begin building relationships between children and a member of staff in their new class, supporting familiarity, confidence, and emotional security before the move.
	All staff from new class visit children for short periods of time in their current class	To begin building relationships between children and a wider range of staff that will be in their new class, supporting familiarity, confidence, and emotional security before the move.
July	Handover meetings to share information from current class teacher to new class teacher- SENCO attends if appropriate	To share detailed information about each child's learning, development, needs, interests, and strategies, ensuring continuity and appropriate support in the new class.
	Children visit their new class with a member staff from their current class in a small group at a quiet time for short settling in sessions	To familiarise children with their new environment, routines, and staff in a smaller group to build confidence and reduce overwhelmingness.
	Children visit their new class with the whole class for short settling in session	To familiarise children with their new environment, routines, and staff, supporting confidence, independence, and a smooth transition into their next stage of learning.
	Class teacher from new class attends summer term SEND review meeting if appropriate	To enable the child's new class teacher to gain a detailed understanding of the child's strengths, needs, strategies, and current targets through collaboration with parents, carers, and professionals, supporting continuity of provision and ensuring a well-informed and consistent transition into the new class.

TYPICAL CURRENT CHILDREN TARGETED SUMMER TERM TRANSITION TIMELINE

Information packs for next class and transition information given out

MAY

Handover meetings to share information with staff in their new class- SENCO to attend if appropriate

One to one visit to their new class with adults from their previous class for short settling in sessions

Small group visit their new class with adults from their previous class for short settling in sessions

Whole class visit their new class for short settling in sessions

Class teacher from new class attends summer term SEND review meeting/ PEP meeting if appropriate

JULY

APRIL

Moving up to the next class letter emailed to parents

Welcome to (class name) meeting for parents

JUNE

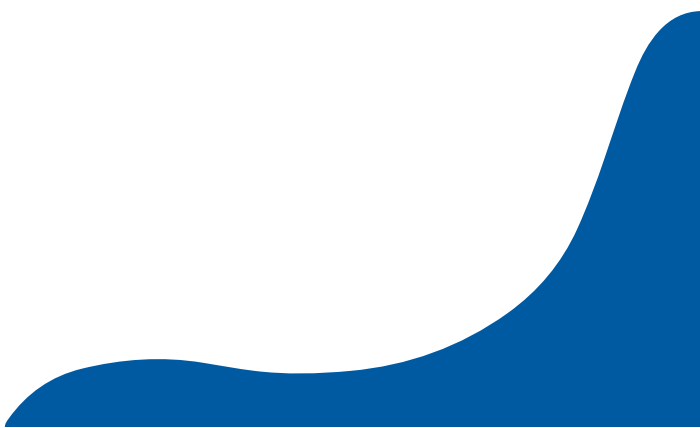
Class teacher from new class observes child in current class

Key member of staff from new class visits individual child for short periods of time in their current class

All staff from new class visit children for short periods of time in their current class

CURRENT CHILDREN TARGETD TRANSITION EVENTS

<i>When?</i>	<i>Transition event</i>	<i>What is the purpose?</i>
April	Moving up to the next class letter emailed to parents	To inform families about their child's new class placement, key staff, and transition arrangements, providing reassurance and clarity about the next stage in school.
May	Information packs for next class and transition information given out	To provide families with essential information about the new class, including routines, expectations, and ways to support their child's transition and continued learning at home.
June	Welcome to (class name) meeting for parents	To share information with families about their child's new class and a chance to meet the staff and begin to build relationships.
	Class teacher from new class, observes child in their current class	To enable the child's new class teacher to observe them within their familiar current environment, gaining a deeper understanding of their communication, interests, learning behaviours, relationships, and support needs, in order to plan appropriate provision, build positive connections, and support a consistent and successful transition onto the enhanced pathway.
	Key member of staff from new class visits current class and spends time with the individual child	To begin building relationships between children and a member of staff in their new class, supporting familiarity, confidence, and emotional security before the move.
	All staff from new class visit children for short periods of time in their current class	To begin building relationships between children and a wider range of staff that will be in their new class, supporting familiarity, confidence, and emotional security before the move.
July	Handover meetings to share information from current class teacher to new class teacher- SENCO attends if appropriate	To share detailed information about each child's learning, development, needs, interests, and strategies, ensuring continuity and appropriate support in the new class.
	Children visit their new class individually with a member staff from their current class at a quiet time for short settling in sessions	To familiarise children with their new environment, routines, and staff on a one to one basis with a member of staff from their current class to build confidence and reduce overwhelmingness.
	Children visit their new class in a small group with a member staff from their current class at a quiet time for short settling in sessions	To familiarise children with their new environment, routines, and staff in a smaller group to build confidence and reduce overwhelmingness.
	Children visit their new class with the whole class for short settling in session	To familiarise children with their new environment, routines, and staff, supporting confidence, independence, and a smooth transition into their next stage of learning.
	Class teacher from new class attends summer term SEND review meeting if appropriate	To enable the child's new class teacher to gain a detailed understanding of the child's strengths, needs, strategies, and current targets through collaboration with parents, carers, and professionals, supporting continuity of provision and ensuring a well-informed and consistent transition into the new class.



TRANSITION IN THE AUTUMN TERM

UNIVERSAL AUTUMN TERM TRANSITION

Building on the summer term transition programme, the Autumn Term at East Dene Primary School continues to support children as they begin or return to school. This phase focuses on helping children to settle confidently into their new class, establish secure relationships, and become familiar with the routines, expectations, and learning environment.

For the majority of children in EYFS and Year 1, transition is supported through a structured and consistent approach that enables children to settle quickly into school life while maintaining high expectations for engagement, independence, and learning.

In EYFS, children begin school through a carefully planned phased entry during the first week of September, in line with Department for Education guidance on starting school. This short, purposeful phase supports children to build secure relationships, become familiar with routines, and develop confidence in their new environment. It is intentionally time-limited to ensure children quickly move into full access of provision, avoiding a prolonged transition period and enabling them to engage fully in learning as soon as they are ready.

In Year 1, children do not follow a phased transition. Instead, they return to school full-time from the beginning of September. This is supported through consistent routines, clear expectations, and careful continuity from EYFS, ensuring a smooth and confident start to Key Stage 1.

Across EYFS and Year 1, most children will experience:

- Warm, welcoming classroom environments with consistent routines and clear expectations
- A strong focus on relationships, wellbeing, and emotional security
- Opportunities to learn through play, structured teaching, and collaborative activities
- Carefully planned provision appropriate to stage of development
- A gradual embedding of expectations, routines, and classroom systems
- Regular observation of wellbeing, engagement, and confidence
- Ongoing communication with parents and carers through meetings, informal conversations, and written updates

Transition does not end after the first weeks of term. Children continue to be supported as they adjust to new routines, expectations, and relationships. Staff closely monitor wellbeing, engagement, and confidence, and provision is adapted where needed to ensure all children are secure and able to access learning successfully.

ENHANCED AND TARGETED AUTUMN TERM TRANSITION

We continue to use our tiered approach (Universal, Enhanced, Targeted) to ensure support is responsive to individual need.

While most children in EYFS and Year 1 settle well through universal provision, we recognise that some children require a slower, more supported approach to help them feel secure and ready to learn, particularly in the early weeks of September when they are adjusting to new routines, relationships, and expectations.

Children's transition needs are not fixed at the start of term. They are continuously observed and reviewed throughout the Autumn Term, allowing children to move between levels of support as appropriate. This ensures transition remains flexible until all children are securely settled and fully accessing learning with confidence.

Enhanced Transition Support

Enhanced support is provided for children who need additional structure, reassurance, or a slower settling pace.

This may include:

- Gradual introduction to routines and expectations
- Visual timetables, now-and-next boards, and social stories
- Identified key adults for consistency and reassurance
- Targeted support for social interaction and friendships
- Emotional regulation support, including calm spaces and check-ins
- Regular communication with families

Targeted Transition Support

Targeted support is provided for a small number of children with more complex or significant needs requiring highly individualised provision.

This may include:

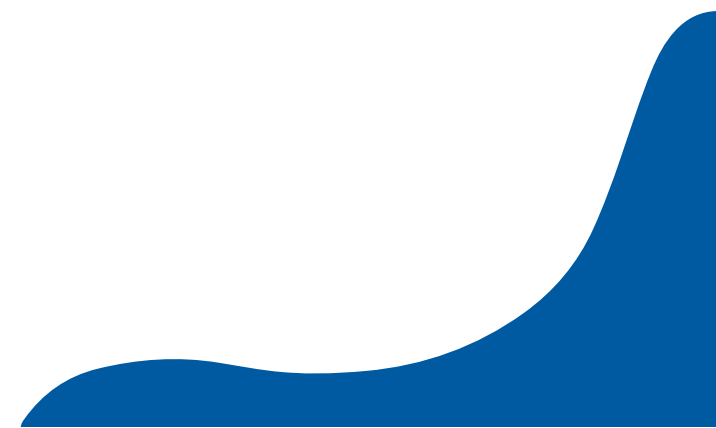
- Individual transition or support plans
- Multi-agency involvement and regular review meetings
- Highly adapted routines or phased approaches where needed
- Bespoke communication and visual systems
- Frequent planned check-ins with trusted adults
- Personalised emotional regulation strategies and access to safe spaces
- Highly tailored support for engagement, independence, and wellbeing

All support is reviewed regularly throughout the Autumn Term to ensure children are progressing in confidence, relationships, and engagement. The aim is for all children to move towards full security in their new environment, with support reducing appropriately over time.

At East Dene Primary School, transition is understood as a continuous process that begins through early community engagement and summer term transition, and is strengthened through high-quality provision, relationships, and responsive support in the Autumn Term.



APPENDICES



NEW TO SCHOOL APPENDICES

CLASS TRANSITION TIER OVERVIEW

Key

Enhanced

Targeted

[illegible]

CLASS TRANSITION PATHWAY OVERVIEW

Transition Pathway Overview 2026-2027					
Class: _____					
New to school			Current children		
Universal	Enhanced	Targeted	Universal	Enhanced	Targeted

WELCOME PACK CONTENTS LIST

Here is a list of what each welcome pack for new to school children should contain:

F1

- *Transition plan letter*
- *Paper work for parents to complete and sign*
- *Welcome to F1 booklet- contains information about the staff, snack, uniform, curriculum, Let's Move sessions and has photos of the classroom and areas of school they will see*
- *Starting F1 parent guide*

F2

- *Transition plan letter*
- *Paper work for parents to complete and sign*
- *Welcome to F2 booklet- contains information about the staff, snack, lunchtime, uniform, curriculum, PE and has photos of the classroom and areas of school they will see*
- *Starting F2 parent guide*

TRANSITION MEETING WITH PREVIOUS SETTING PROFORMA

Child's legal name:

Name that they like to be known as:

Who does the child live with? Is there anything we need to know about their family?

What does the child enjoy doing in your setting? Is there anything that they don't like doing?

What is the child's attendance like at your setting?

How is the child achieving in all areas of learning?

What is the child's communication and language like? Can they understand/ speak English? Do they speak any other languages? What language is mainly spoken at home? Are they EAL?

Does the child require any additional support? Do you have any concerns about the child's development? Are there any agencies involved with the child eg Portage/ CDC/ speech and language? Is the child on the SEN register? Do they have any SEND documentation or an EHCP?

Does the child have any medical needs, food requirements or allergies? Are you aware of any complications with their birth? Are they toilet trained?

Are there any safeguarding concerns?

Is there anything else that we need to know to support transition?

TRANSITION MEETING WITH PARENTS PROFORMA

Child's legal name:

Name that they like to be known as:

Do they currently attend another setting? Do they enjoy it?

What does your child enjoy doing at home? Is there anything that they don't like doing?

Do they follow a religion?

How does your child communicate? Can they understand/ speak English? Can they understand/ speak any other languages? What language is mostly spoken at home?

Does your child need any additional support? Do you have any concerns about their development? Have they been referred to any agencies such as speech and language, CDC, Portage etc?

Does your child have any medical needs or allergies? Do they have any food requirements? Are they toilet trained?

Were there any complications during your pregnancy or during their birth?

Is there anything you would like to ask or are worried about?

Is there anything we can do to support you? How would be best to communicate with you?

Is there anything else that we need to know?

PREVIOUS SETTING VISIT PROFORMA

Child's name:

Observation of what the child was doing

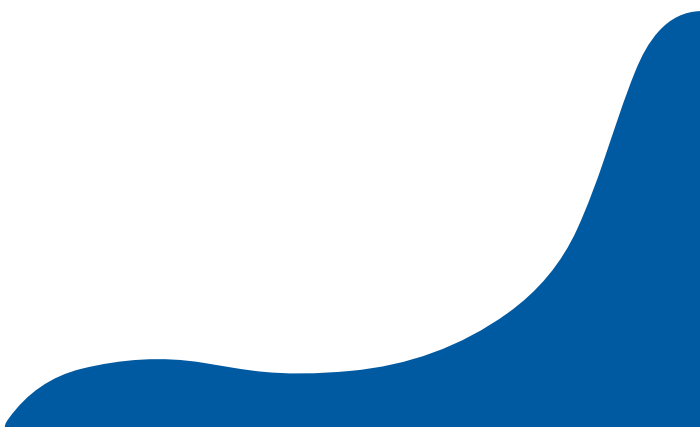
Information that staff shared with you during the visit

HOME VISIT PROFORMA

Child's name:

Observation of what the child was doing

Information that parents shared with you during the visit



CURRENT CHILDREN APPENDICES

INFORMATION PACK CONTENTS LIST

Here is a list of what each information pack for current children about their new class, should contain:

F1

- *Transition plan letter*
- *Paper work that needs updating yearly for parents to complete and sign*
- *Welcome to F1 booklet- contains information about the staff, snack, uniform, curriculum, Let's Move sessions and has photos of the classroom and areas of school they will see*
- *Starting F1 parent guide*
- *'Ready confetti' for returning in September and moving into F1 and letter explaining what this is*

F2

- *Transition plan letter*
- *Paper work that needs updating yearly for parents to complete and sign*
- *Welcome to F2 booklet- contains information about the staff, snack, uniform, curriculum, PE and has photos of the classroom and areas of school they will see*
- *Starting F2 parent guide*
- *'Ready confetti' for returning in September and letter explaining what this is*

CURRENT CLASS OBSERVATION PROFORMA

Child's name:

Observation of what the child was doing

Information that staff shared with you during the observation

HANDOVER MEETING PROFORMA

Child's legal name:

Name that they like to be known as:

Who does the child live with? Is there anything we need to know about their family?

What does the child enjoy doing in your class? Is there anything that they don't like doing?

What is the child's attendance like?

How is the child achieving in all areas of learning?

C&L-
PSED-
PD-
Literacy-
Maths-
UTW-
EAD-

What is the child's communication and language like? Can they understand/ speak English? Do they speak any other languages? What language is mainly spoken at home? Are they EAL?

Does the child require any additional support? Do you have any concerns about the child's development? Are there any agencies involved with the child eg Portage/ CDC/ speech and language? Is the child on the SEN register? Do they have any SEND documentation or an EHCP?

Does the child have any medical needs, food requirements or allergies? Are you aware of any complications with their birth? Are they toilet trained?

Are there any safeguarding concerns?

Is there anything else that we need to know to support transition?

SUMMER TERM SEND REVIEW/ PEP MEETING PROFORMA

Child's name:

Information shared during meeting

Actions/ things for me to put in place for September